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ABSTRACT

This monograph provides an overview of the history and development of the Southeast Idaho Teacher Center Consortium (SITCC), which is, geographically, the largest rural teacher center in the country, serving 70 public and private school systems in an area of approximately 54,600 square miles. The monograph's first section presents an overview of the SITCC, including information on geography, population, goals, design, liaisons, training, planning councils, community resources, delivery systems, and funding. Other sections are written from several perspectives: those of the policy board, director, field agents, users, consultants, and linking agents. Individuals in each of these roles contributed information on their particular problems, decisions they were called upon to make, and solutions they found to difficulties they encountered. Many of the problems discussed in these sections were pointed out as unique because of the rural nature of the teacher center's setting and because of the distances between the members and SITCC headquarters. An appendix contains a data summary of the services delivered by the SITCC between 1979 and 1981 and includes information on workshops, inservice courses, technical assistance, demonstration lessons, needs assessments, and provision of resources, materials, and information. Other appendices present staff development documents, professional development team training comments, a map of the SITCC service regions, and a map of the SITCC client systems. (JD)

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IMAGES OF A RURAL TEACHER CENTER

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Editors

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FOREWORD

The purpose of this monograph is to share the success and shortcomings of the largest rural Teacher Center in America, the Southeast Idaho Teacher Center Consortium (SITCC). SITCC serves 70 public and private school systems in a geographical area of approximately 54,600 square miles.

We want to tell our story from a number of viewpoints: the client, the consultant, the SITCC liaison teacher, the SITCC field agent, the Center Director and the SITCC Policy Board. We have asked people who have acted in these roles to contribute to our monograph by telling what they saw happening with Teacher Center staff development that was different from stereotyped, traditional inservice and what effects resulted from the Teacher Center's activity. It is our hope that, from these views, our readers will be able to construct a holigram-like picture of SITCC for themselves.

A VIEW OF THE CENTER

The Southeast Idaho Teacher Center Consortium service area is a geographical region bounded by the Wyoming border, including Yellowstone and Grand Teton National Parks on the East, the Utah, Nevada border on the South, the Montana border on the North, and a line from Nevada to Montana through the general area of Bliss, Idaho on the West. Our service area is the largest in the United States. It is larger than 15 of the 50 states and encompasses 54,600 square miles. The area

GEOGRAPHY

includes 70 school systems, public and private, fully one-half the districts in the State and one-half of Idaho's teachers and students. For administrative purposes, it has been divided into three regions by the Idaho Department of Education: Regions IV, V, and VI.

The majority of the area is rural, composed of small towns and vast agricultural, mountain and desert areas. Included in this area, as well, are three quasi-urban centers: Twin Falls, Pocatello, and Idaho Falls, which range up to 50,000 in population.

The Eastern Idaho area was originally settled by Mormon families moving North to colonize and settle the region close to the headquarters of the Mormon Church in Salt Lake City, some 100 miles South of the Idaho/Utah border. The Mormon influence remains strong to this day.

POPULATION

There are also oriental groups whose ancestors came to the area originally as railroad construction workers. More recently, groups of Spanish-speaking immigrants have come to the area as migrant farm laborers, and many have remained on a permanent basis. Finally, the area supports a sizable population of native-Americans--the Bannock/Shoshone Indian Reservation is in the middle of the region. (Lerch, 1980).

This region, which has per capita, more millionaires than any other state, is also notorious for its inadequate funding of public education. It has, however, no lack of dedicated, open, sharing educators. One would be hard-pressed to find others who have freely given so much with so little. There's

a spirit of "hanging together" and sharing in Southeast Idaho that makes school work in spite of a general lack of fiscal support.

It was in this spirit of sharing and collaboration that, in 1977, the Policy Board of 21 members (11 teachers, 3 representatives from higher education, 3 school district trustee representatives, 3 community representatives and 1 superintendent) developed the original SITCC proposal that was funded by the United States Office of Education at $97,611.00. This original proposal had seven major objectives:

1. To document local interest in developing a Teacher Center to serve public and private elementary and secondary school teachers in Southeastern Idaho;

2. To document the establishment of a Policy Board for the Southeast Idaho Teacher Center that formulates a collaborative model for teacher inservice among classroom teachers, school districts, communities, and higher education;

GOALS

3. To document and demonstrate an on-going model for assessment of learning needs of rural children and teachers with feed-back systems for all rural groups;

4. To demonstrate and document a process model for the identification of community resources for teacher inservice that are not presently being used or are duplicated at the cost of scarce resources in most teacher training activities;

5. To document and disseminate a model instructional design complete with written evaluation by field testing two instructional programs (one for college graduate credit and one for district inservice credit) based upon the highest priority need, selected from the teacher and community needs assessment, and utilizing specific educational resources identified in the educational resource survey;

6. To document a non-traditional approach for teachers to acquire skills and knowledge necessary to serve the instructional needs of all students and/or new state standards for certification; and

7. To document a plan, based upon demonstrated program outcomes for local, regional and state funding of a Teacher Center which has been field tested over a three year period on federal funding.

The first two objectives had been met by the Policy Board prior to the federal grant award and the arrival of the Director in November, 1978. An implementation plan for the remaining five objectives was yet to be designed.

Upon the arrival of the Director, the staff of three half-time field agents, and the administrative assistant, a fairly complex version of a simple action plan was developed and adopted. This action plan, based upon current theory and practice in staff development and change, contained six steps:

1. Make clientele aware of the Teacher Center philosophy and available services.
2. Respond to staff development inquiries.
3. Conduct personalized needs assessments.
4. Conduct staff development activity design sessions.
5. Deliver staff development activities.
6. Evaluate activities and process.

Of these steps, numbers three and four were considered to be non-traditional.

Step three, the needs assessment, did not follow traditional paper and pencil survey formats. It was designed for implementation at individual schools using small group process, brainstorming, and priority ranking. Faculties were divided into small groups of 4 or 5 and asked to consider their successes and shortcomings and how some form of inservice or staff development might help them do their job better. After

extensive dialogue in the small groups, their responses, in the form of prioritized staff development needs, emerged on 3 x 5 cards that were collected by their SITCC liaison who conducted the one hour session. The data were then compiled into a staff development needs list for the school and distributed to the Center, the school principal, and any faculty member desiring a copy. The 3 x 5 cards were delivered to the SITCC Field Agent. We called this needs assessment the Professional Development Priorities Process (PDPP). Goal three of the original SITCC grant proposal was achieved with the development of the PDPP. Its success may be attributed, we believe, to several factors:

1. It guaranteed an almost 100 percent return on each needs assessment.

DESIGN

2. The group process helped colleagues learn that they were not alone in their inservice needs.

3. The group process helped to clarify the dimensions of each inservice need (an impossibility with most paper and pencil surveys).

4. The 3 x 5 card system provided a direct communication link between each respondent and the Teacher Center.

5. The clientele, themselves, were identifying their staff development needs. School administrators were not doing it for them.

Step four of the action plan, the design session, was the essential clue to our staff development process. As soon as inservice needs are identified, the traditional process would be to find and/or develop activities to meet those needs, advertise them, and deliver them. The problem with this traditional approach has been that many who attend such activities do not have their individual needs met. Many of

these activities are "canned" activities that have been prepared for general audiences with general needs and not applicable to current individual concerns. The design session was a simple 20 minute planning session involving the school's liaison teacher and/or the SITCC Field Agent and the staff requesting the inservice activity. During these 20 minutes the clientele were asked to share their thoughts about why they wanted this particular activity, what skills, attitudes, or knowledge they wanted to develop as a result of the activity, and what specific questions they needed answered. Typical responses to these kinds of questions are listed below. They are from a design session for a workshop on discipline and classroom management.

> "How do you handle a kid that says, 'Aaaah, do we have to?'?"
>
> "How do you communicate with individual kids to meet their individual psycological needs when these kids come from different social and cultural backgrounds?"
>
> "How do you handle kids who want to fight? How do you teach them other ways to handle their conflict that are socially acceptable?"
>
> "How do you handle the individual who is constantly disrupting the class?"
>
> "How do you enforce playground rules?"
>
> "How do you help kids who have a history of low achievement to be self-motivated?"
>
> "How do you get kids to be motivated to produce quality products in any class?"
>
> "What do you do with a kid who has high ability but poor study skills such that she gets poor grades?"
>
> "What do you do with a kid who refuses to work?"

"What do you do with a high achiever who gets bored, and when you give him something stimulating to work on, he doesn't want you to do it; he would rather daydream?"

The time, date, number of sessions, place delivery on the activity, and follow-up provisions were also determined at this design session. The results of the session were then turned over to the consultant/instructor who would be delivering the activity. This design session not only overcame the weaknesses of the traditional approach at inservice delivery, but it also served to elicit from the clientele a form of personal commitment that is necessary for productive transfer of learning back at the work site.

FIELD AGENTS

Our strategies for making clientele aware of the SITCC philosophy and services were several. Our most successful strategy, however, was the Field Agent plan. Modeled after the success of the agricultural extension agent, the Teacher Center Field Agent's role was to be visible in the field visiting schools, meeting teachers, principals, superintendents and school board members. They were to establish trust, empathy, and good working relationships with as many of our clientele as possible. They were also to identify and train one liaison teacher in each building and to manage all the logistical requirements for staff development activities in their service area. Since our Field Agents only worked half-time, there was not enough time to accomplish all we wanted. We had to make some priority decisions. At the risk of not responding to requests for inservice during the first half of the project year, we decided to spend at least ninety percent of our time

visiting key "gatekeepers" in each school system: teacher organization presidents and superintendents. We felt that unless we first established good communication with these people, there would be a high probability that our work would be squelched at that level. On one hand, we had to convince the teacher organization presidents that we would serve only the inservice needs that teachers themselves had identified. On the other hand, we had to convince the superintendents that the Teacher Center was not an operation designed by teacher organization leadership to take over education in Idaho and that it was not a communist plot to do the same. We had to assure them that, while the staff development activities that we were conducting would be those that were called for by teachers, superintendents would always be informed of those activities and would always have the power to approve or disapprove them. Our Field Agents did an admirable job of communicating for, of the 70 school systems in our service territory, entré to only three was denied us in the first year. In two of these three districts, our merely being a federally funded program was enough reason for the school boards to keep us out. In the third instance, their reasoning was and is still unknown. The major shortcoming of this awareness and bridge-building effort was that we did not have time to meet with our 272 principals, the "gatekeepers" to the school buildings. As a result of this "sin of omission," we felt some resistance, defensiveness and annoyance from

BRIDGE-BUILDING

principals who felt left out. Fortunately, as word of our service and success began to mount, most principals became convinced that we were here to be of assistance to them and their teachers in better meeting the needs of their students--that we were not here to cause unwanted change or make "ripples" on otherwise calm waters. Once the superintendents and teacher organization presidents knew about and understood out Teacher Center philosophy and services, the doors to the schools were open, and the scene was set for the second major step in creating a SITCC awareness throughout our service territory. That second step was the identification and training of one liaison teacher in every school.

LIAISONS

Following the example of another rural Teacher Center, the School Resource Network of Ventura, California, we sent a letter simultaneously to all superintendents and teacher organization presidents. We requested that they somehow collegially and collaboratively identify our liaison teachers for us. We informed them that we could in no way tell them how they were to do this, but that we hoped the process would be a democratic one and that the teachers named would be full-time classroom teachers willing to take on the extra responsibility with no remuneration. As a result of this letter, we identified 46 percent of our 118 liaison teachers in the Center's first year.

We wanted to give all our liaison teachers basic training in communicating with their colleagues and Field Agent, delivering SITCC newsletters and announcements, conducting

the PDPP needs assessment, holding design sessions, and evaluating staff development activities. Ideally, we would have held one large-group training session, but we learned that that was an impossibility. Superintendents would not release their teachers during school time nor pay their travel expenses to attend the meeting, the SITCC's minimal budget would not accommodate those expenses. To ask 118 teachers to pay their own expenses to a weekend training session seemed absurd and perhaps disfunctional to us (these teachers knew little or nothing about SITCC other than what they might have read in our first newsletter at the beginning of the school year).

TRAINING

Since SITCC Goal Five called for the delivery of two low-cost college courses in each of our three service areas, we decided to focus our first-year training of liaison teachers on two school districts per region. These districts were named our priority districts. The liaison training was conducted by the Field Agents after school. However, since our immediate task was to conduct district-wide needs assessments in the priority districts, we felt very lucky to have the liaison teachers show up after school for no remuneration other than a good feeling for helping launch their Teacher Center. We decided, therefore, to limit the training to a brief overview of their role as communicator and newsletter distributor, and to train them thoroughly in the PDPP assessment process. Approximately 32 of the 118 liaisons were trained in this way; and they, in turn, did an outstanding job of

conducting the needs assessments in their buildings and of communicating the inservice needs of their teachers to their Field Agents. We fully expected to meet with these 32 liaisons regularly and to train them in conducting design sessions and evaluating their staff development activities. We had no idea, at the time, that our requests for service would be so great that we would have no opportunity to see the majority of them again. Only three additional opportunities for training liaison teachers emerged over the three years of the project. One of these opportunities was a special one credit college course entitled "Introduction to Staff Development." The course was offered for $5.00 per participant to one group of liaison teachers from each of two regions and a group of school administrators from the third region. These trainees represented school districts other than the original six priority districts. Our hope was that by offering graduate credit for the training we would attract liaison teachers who might not otherwise have attended. The strategy was somewhat successful in the two-thirds of the anticipated enrollment registered for the course. We had another chance at training liaisons whenever they or their principals requested a building needs assessment. On these occasions, our Field Agents visited the building, chatted with the teachers and principal and conducted the PDPP themselves. The liaison from the building, of course, was involved in the needs assessment process and received the PDPP training manual which contained step-by-step instructions for

conducting the assessment. The Field Agent also spent additional time with the liaison clarifying the role and the responsibility and closing any communication gaps that might have existed. The third opportunity for training liaisons came when specific requests for workshops, college courses, demonstration lessons, or other staff development activities came from a school, and the Field Agent visited the building to conduct the design session. In spite of these efforts, there remained 173 liaisons yet to be trained at project end.

A third strategy in our SITCC awareness plan was the development of three Regional Planning Councils (RPC's). The idea was to increase communication and collaboration across school districts in the area of staff development. Since each Field Agent was responsible for approximately one-third of the SITCC territory, it seemed reasonable that we establish a council for each of their regions. We discovered later a more appropriate reason for regionalization of the councils: the needs of the teachers in the three regions were significantly different. Each council consisted of one liaison teacher from each district in the region. These representatives were chosen from among the liaisons in their districts by the SITCC Policy Board. While disseminating information and creating enthusiasm about SITCC were major goals of the RPC's, there were two others that were of greater importance: (1) the establishment of a network of teachers who were concerned about staff development and the Teacher Center process and who would communicate with one another and provide each other with

REGIONAL PLANNING COUNCILS

support and challenge; (2) the fulfillment of Goal Four concerning the identification of school and community resources that might be brought to bear upon staff development needs. The plan was to call the RPC's together and to give them the assignment of soliciting and collecting school and community staff development resources in their districts. By working together in the development and implementation of plans for completing this task, we had hoped that the RPC's would develop into strong collegial working groups. The plan failed. We are not certain why it failed, but the possibilities are several:

1. The RPC members were given no incentive to complete their task other than that of providing service to their Teacher Center. No honorariam or stipends were allowed;

COMMUNITY RESOURCES

2. Serious budget and time constraints prevented the Field Agents from managing the work of the RPC members;

3. The two meetings that were allotted the RPC's for the development of their resource gathering plan were insufficient to build appropriate sense of team work and commitment to the task or to the Center; and

4. All our RPC meetings were held after school or in the evening on teacher time.

with one exception, all RPC members failed to collect any staff development resources for the Center. There was one bright aspect of the RPC idea: we were able to identify seven teachers from the RPC group who turned out to be not only concerned about staff development in their schools but also highly active in trying to do something about it. They became great ambassadors for the Teacher Center. With the failure of the RPC plan to collect staff development resources, the

achievement of Goal Four lay with Field Agent contacts and the success of the PDPP assessments. Part of the PDPP process was to ask the teachers to submit the names of adults in their school district, community or elsewhere who they felt might be good staff development resources for teachers. These recommendations were then collected and filed by the Teacher Center Field Agent for the resource bank. Ultimately, a catalogue of over 200 school and community staff development resources was developed and disseminated in each of the schools of the service territory.

DELIVERY OF SERVICE

Quarterly newsletters, news releases, and occasional special fliers were also used to help create an awareness of our Center, but perhaps the most effective awareness activity was our Field Agent's activity in their regions: visiting buildings and delivering services and support.

Our plan for the delivery of service included responding to unsolicited requests as well as offering professional development activities. We began delivery operations with the six priority districts. Goal Five called for the delivery of two low-cost college courses in each of the three regions half of which would be for college credit and the other half for district inservice credit. The first step in achieving Goal Five was the identification of six priority districts. This was done by selecting those school districts that had the best student learning needs data and yet the least amount of staff development activity to help teachers better meet those student learning needs. While they were on their initial

PRIORITY DISTRICTS

visit to school districts explaining the existence of the Teacher Center and availability of our services, the Field Agents also collected the data that they needed to help them determine the priority districts. By May of the first year, the districts had been identified and the Field Agents set about training liaison teachers, conducting PDPP assessments, and determining the nature of the six college courses. At this time, the Field Agents discovered that the teachers wanted all the courses to be for college credit. Subsequently, the Policy Board removed the stipulation that half of the six courses be for district inservice credit. Design sessions for the courses were held, instructors were identified, and the arduous process of receiving higher education approval for the courses began in the middle part of May. By the end of the second semester of the following school year, all six courses had been delivered and, with one exception, had received high ratings from the teachers. The one course that did not receive high ratings from teachers was delivered by an instructor who had abandoned the cooperatively designed syllabus for the course after the second session. Had a more adequate system for monitoring the delivery of the course been in place, it may have been possible to get the instructor back on track. As it was, we learned about the problem too late and most of the teachers' needs were not met. In an attempt to compensate those teachers for their lost time and to do something to improve the image of the Teacher Center in their eyes, the Director offered them the option of either returning their registration

fees or offering second courses at no cost that would meet their needs. Two of the participants responded to these options by asking for their money back. Since that time, the Policy Board developed a policy that no course registrations could be refunded after a course has been delivered.

The in-depth, concentrated efforts of the Field Agents in the six priority districts and the delivery of the college courses achieved the goal of the Policy Board: excitement and interest in the Teacher Center were generated not only within the priority districts but also in districts close by. Word of our personal attention and success had begun to circulate in the educational network. Suddenly, unsolicited requests for our services began to come into the central and regional offices. It was this influx of requests that became for us a two-edged sword. On the one hand, we were delivering more professional development services than had ever before been delivered in Southeast Idaho; on the other hand, we were running out of delivery resources--primarily the resource of time. Three half-time positions were far from adequate to meet the needs of our clientele. Somehow, we had to strike a balance between delivering service to our clientele and developing local capacity to carry on, should the Teacher Center not be funded in the future. We did not strike that balance. Delivery won out over local capacity building. By the end of the first half of the third year we had increased our service 87 percent while decreasing our costs by 9 percent. This is an enviable record for any staff development

INSUFFICIENT RESOURCES

agency that is not concerned with continued funding and has plenty of time for institutionalization of a staff development process. Unfortunately, SITCC was concerned with both. Under these circumstances, the rationale for giving more energy to delivery than to institutionalization was that we needed to have a good delivery record before our clientele would be motivated to adopt our process as their own. We took the risk that we would be funded for an additional three years by the Federal Teacher Centers Program and that institutionalization would take place under a new grant. The grant proposal for the additional three years was heavily and appropriately weighted with institutionalization objectives and activities.

LOCAL FUNDING

Goal Seven, the only goal of the original SITCC proposal that was not achieved to any degree, called for securing local and state financial funding from superintendents, state organizations, state legislators, the state department of education, and the state board of education. Not one possibility of local or state funding emerged. A special task force on the continued funding of the Teacher Center was formed in 1980 to consider solutions to the funding problem. Members of this task force included representatives from the state legislature, the state board of education, the state department of education, the Idaho Education Association, superintendents, principals, teachers, and trustees. No solutions were found. At the time, Idaho was (and continues to be) in the throes of reaction to a taxpayers' revolt legislation similar to the California Proposition Thirteen. Rather than consider funds for staff development, school

officials were looking to see how their school systems were going to survive. The problem of school finance was so great that the legislature was seriously considering dropping kindergarten throughout the state. The funding of Teacher Centers was not the name of the game; it wasn't even in the ball park.

The successes of SITCC are many. A data summary of our service since 1979 may be found in Appendix A.

SITCC SUCCESS

Probably the greatest success that SITCC has enjoyed has been that of collaboration. Collaboration is the essence of teacher centering wherever it exists. Unlike heavily funded staff development projects such as Teacher Corps, Teacher Centers have had to rely upon volunteer effort and inkind contributions for their success. SITCC was no different. Over 75 percent of all of its instructors/presentors volunteered their time. Over 90 percent of our clientele attended the activities on their own time. In many cases, local superintendents picked up the costs of substitutes for teachers who would leave their classrooms to present workshops in other school districts. In some instances local superintendents picked up consultant fees and expenses for activities delivered on-site. The Idaho Education Association (IEA) mailed or delivered about fifty percent of our newsletters. It published SITCC news releases in regional newsletters and in its statewide publication. It allowed SITCC time to present Teacher Centering to a full assembly of the IEA annual delegate assembly and to regional meetings of the IEA leadership. Further, it provided SITCC with names of possible candidates for the special task

SHARING WITHIN THE CONSORTIUM

force on continued funding and for the Teacher Center. Additionally, the Idaho Education Association provided SITCC names of teachers who were willing to act as liaisons to the Teacher Center, and it has also provided the names of teachers who were willing to serve on the Center Policy Board. The state department of education (SDE) worked very closely with the Center. The SITCC staff was invited to present the Teacher Center program to the entire SDE staff. SDE talent bank funds were provided for the delivery of SITCC activities in the first year. But primarily the SDE provided speedy, professional response to all Teacher Center requests for both consultants and information. Institutions of higher education were also most generous. The Idaho State Univeristy (ISU) provided complimentary transportation for the SITCC Director to attend the Idaho Association of Teacher Educators meeting in Moscow. It accepted a position on the SITCC Policy Board representing the University. ISU also furnished free meeting space for all SITCC Policy Board meetings, for Region V and VI Field Agents, and for Regional Planning Council meetings in those regions. It supplied, as well, low-cost copying services, low-cost evaluation services from the Bureau of Educational Research and Services, and low-cost delivery of college courses through Continuing Education. Idaho State University arranged a meeting for the SITCC staff with the college staff to make the college aware of the SITCC function. Provision was also made to SITCC of human and material resources for the delivery of activities and for free public service announcements

through television station KBGL located on the ISU campus. The greatest contribution from an institution of higher education came from the College of Southern Idaho, the home of the SITCC central office. For the full three years of the SITCC program, rent-free space, office furnishings, and free utilities were provided by the College of Southern Idaho. In addition, it furnished SITCC with low-cost duplication and audio-visual services. It provided the Center with faculty privileges and furnished free conference space for meetings. Significant, as well, were the supplimental aspects of free mailing services, free office machine use, and free custodial services. School districts provided facilities, time and resources to assist the SITCC staff in conducting needs assessments. Buildings were also provided for inservice workshops and other activities. While not immediately visible to those other than perhaps the SITCC staff, the spirit of collaboration and cooperation pervaded the Teacher Center operation in Southeast Idaho.

Policy Board Perspectives

Annabelle Lerch

Ms. Lerch, a chemisty teacher at Pocatello High School, was SITCC's first Policy Board Chairman

We met together in the very beginning, with some pre-conceived ideas about what "the others," superintendents, trustees, teachers, and community members, were like. Yet none of us knew what a Teacher Center was, much less how a Teacher Center in Idaho would function. There was a possibility that such an idea could become a reality, and that educational opportunities in Idaho could be improved. We all had a desire to work toward that goal, and that brought us together as Policy Board members to begin the process of formulating a Teacher Center for Southeast Idaho.

Other Centers were functioning or planned. We heard and read of their successes and failures. As we talked, an idea gradually took shape, and a few of us began writing and re-writing our proposal for a Center to service the school districts sparcely populating the large expanse of cultivated desert in the southeastern part of the state.

Various ideas were generated as the Policy Board members met together sharing the concerns, problems, and needs of their own local school districts. Teachers spoke from the perspective of the classroom, trustees and patrons from that of the community. Superintendents added expertise in budgeting while representatives from private schools shared their unique concerns.

Very few decisions were made, formally, during those early meetings. Even meeting times and places were set by concensus. The selection of chairperson seemed to evolve logically, and a teacher was unanimously elected. Other positions of responsibility were capably filled by volunteered members.

Meetings were not without dissension however. Differences of opinion were thoroughly discussed until both points of view were understood. Those with opposing views gained respect for each other and maintained the respect of the group. No factions developed along occupational lines; instead, support was achieved because of the merit of an idea. Ultimately, decisions were made on the basis of what was best for the Teacher Center.

The committment of Policy Board Members was evidenced not only in decisions made at meetings, but also by their very presence. Many members had to travel several hours, leaving immediately after school, to meet with the Board in a central location. The individual members also bore the expense of travel and meals for many meetings held prior to funding of the Center. Of the original Policy Board, one-third of the members have served on the Board for three years.

The final Teacher Center proposal was unanimously approved by the Policy Board in 1977, but some of us were skeptical regarding the possibility of funding. Several local districts even refused to support our proposal citing reasons such as opposition to federal funding and concern that teacher

inservice control would be lost by local boards of education.

We were funded. The budget that was negotiated was $98,611.00, about 10 percent less than we had requested, but we were now operational.

After funding, the most difficult problems for the Policy Board dealt with staffing the Center. The concerns expressed during the development of the proposed budget gave way to the realization that SITCC's future success would depend on the competencies of the director hired. The Board agreed that this person needed the skills to communicate effectively with the various segments of the local, state, and federal educational agencies. Other staff members would arrange for delivery of services as needed.

Following the hiring of the director, the Policy Board continued to communicate the original intent of the proposal to the director. The members also began to develop policies for the Center's operation. For many, this was a new and difficult role to fill. Several times when agreement could not be achieved, the decision was delayed until additional information could be given which generated new ideas that led to compromise. Some policies resulted from lengthy and heated debate but were never implemented due to lack of need for them.

An example of such a policy dealt with a possible situation which might have resulted when one segment (the teachers) of a local school district requested the services of the Teacher Center, but such services were not approved by the other segment (the administration and/or school board trustees).

The policy we set stated that services could be offered only following SITCC Policy Board approval on a case by case basis if such services were delivered after teacher contract time and off school site. This situation was, however, never encountered during the operation of the Center.

Other difficult decisions to be made by the Policy Board dealt with intra-staff relationships. Should the Director bring the problems and requests of other staff to the Board of should they be brought by the staff directly? Initially, the latter procedure seemed functional; however, as individuals developed in their roles, it became essential for smooth functioning of the Teacher Center that the Director bring the issues of staff concern to the Board.

There were other issues that we worked hard at resolving, but these were mostly reviewing and amending the annual action plans and budgets presented by the staff. At project end few real problems of operating a Teacher Center remained for us. This is a tribute to dedicated Policy Board Members and staff--all working toward a common goal, that of increasing educational opportunities in Idaho.

The Director's Reflections

Bedford D. Boston

Mr. Boston was the Director of the Southeast Idaho Teacher Center Consortium from 1978 to 1981.

I suppose the role of the Teacher Center Director could be divided into five different kinds of tasks: start-up, policy board meetings, staff meetings, office work, communications and delivery. Entire books could be written about any one of those topics, but I'm going to constrain myself here to a few pages in hopes that the reader can at least get the flavor of what it has been like to be this Teacher Center Director.

Though I was officially on the SITCC payroll November 1, 1978, it wasn't until late in November that I arrived with my family in Pocatello. For a solid month my wife, my son and I lived out of a motel room in Pocatello while I traveled up and down the Snake River trying to find a school district that would house the office of the Teacher Center. Pocatello is in Region V, the most central of the three regions in our service territory; and the Pocatello School District Board of Education was, at that time, very conservative in nature. We have reason to believe that a scare campaign was mounted in Regions V and VI, in particular, to that frightened school board members into believing that the Teacher Center was here to take over public education through the Idaho Education Association. The ultra-conservative groups across the nation had started a rumor that Teacher Centers were nothing but

tax-supported union halls. It was also rumored that we were communist inspired. We wanted to locate the office in Pocatello because of its central location; but, because of the scare campaign, this was an impossibility. The College of Southern Idaho located in Twin Falls really wanted us to house our office in their facilities. My objection to this location was that it was the western-most region in our service territory and would make a travel hardship upon staff members and me. Yet, this was the only viable option for us, and after almost a month of searching, it was necessary to make the decision to come to Twin Falls. It was a happy decision. The support we received from the Academic Dean and the President of CSI was unparalleled in my experience. We have had office space, office furniture and equipment, utilities, faculty privileges, low-cost printing, and audio-visual services at absolutely no cost to the center. Once office space was secured, the first item of business was to hire a secretary who could type really fast. The Center was into its third month of operation and it was already time to write a proposal for continuation funds. So, before any substantive work could begin for our clientele, I had to sit down and develop a continuation proposal. This proposal had to include guestimates of what our costs would be the following year, based on no data whatsoever. The writing of the proposal took most of the Christmas vacation, much to the chagrin of my family and the family of the secretary. There were two more steps to be completed before our continuation proposal could be submitted to the federal

government. The first step was easy: it was to get the Teacher Center Policy Board to approve the proposal. Since they did not know any more about the cost of running a Teacher Center than I did, the Policy Board approved the proposal unanimously in about 15 minutes. The second step was not so easy. This was for the Cassia County School Board to approve our proposal.

Cassia County was established as the Teacher Center's fiscal agent, the entity legally responsible for all Center activities. The newly appointed superintendent was very frustrated. His frustration was not with us, directly, but with the federal government which had granted us fundings as early as August, 1978; yet, our first-quarter funds had not been sent, and it was now in the middle of January, 1979. When I consider the conservative nature of Idaho and the generalized Idaho taxpayer resistance to federal funding and programs, I could easily understand why this superintendent was saying he wanted to "dump the Teacher Center." At that time, he planned to recommend to his Board of Education that they reject our continuation proposal. The first thing that I did, upon hearing of the superintendent's frustration, was to check with Washington, D.C. to see if the superintendent could, in fact, "dump" our center. The response was that he could and I began to get very anxious. After several unproductive telephone calls, I finally reached the bureaucrat in D.C. who was responsible for sending our money. Two or three telephone calls later, I was on a first-name "good old boy" frequency with this bureaucrat; and, shortly

thereafter, we received our first quarter funding. With the receipt of this funding the superintendent's anger subsided to the point that he and I could communicate amiably. Just prior to the January 30 deadline the Cassia Board of Education approved our continuation proposal as submitted.

It was February. We had been in operation for four months and had delivered no staff development activities. We hadn't even visited school districts. There was 54,600 square miles of territory to serve, and we had only one staff person to cover it. February was spent searching for three half-time Field Agents. The F.A. job description called for them to be certified teachers with a minimum of two years' experience. The Policy Board wanted people who knew the classroom and knew the problems and concerns of everyday teaching. We advertised extensively in our service territory through newspapers, television and word-of-mouth. Applications were few. We had hoped to get applicants in each of the three regions, but they all came from Region IV and V--nothing from Region VI. Of the applicants there were few men. Who can support a family on a half-time job? In all cases, the applicants were people whose husbands had full-time employment and who did not want to work full time. (None of the people who were finally hired for the field agent position really possessed all the skills necessary for being a successful field agent; but, among the three of the, all skills were present).

Time was pressing upon us. We took two weeks to train ourselves for our jobs, when we should have taken at least a

month. The vehicle for the training was our sitting together and developing an action plan for meeting the seven goals of the Center. As the action plan developed, unfamiliar words and concepts emerged regularly; and we would have to take the time to discuss these ideas and to come to some common agreement on what they meant. This part of the training was most fruitful and yet most difficult in the beginning. It was difficult because the three field agents were unfamiliar with my style of administration, which called for open communication. It took them awhile to build enough trust with me to be sure that I would not sanction them in any way if they were to disagree with something I had to say. Ultimately, our dialogue became extremely healthy. And, as a result, most of the plans that emerged from our work were viable and successful; and the Field Agents developed a real sense of working together among themselves. It was a pressure packed, exhausting, but highly productive training session. While we were not as fully prepared to go into the field as we could have been by mid-March, we got in our cars and began to visit the superintendents and the teacher organization presidents of the 70 school districts in our charge.

POLICY BOARD MEETINGS

Preparing for Policy Board meetings was a much larger task than I had anticipated in the beginning. Paper work, paper work, paper work. There was the written report from all Field Agents, as well as from myself, concerning what we had done since the last Policy Board meeting, what was currently

in the works, and what was being planned for the future. There were the Board minutes and the fiscal report. In November there was the federal financial and performance report, in January, the continuation proposal, in March, the second financial and performance report, and at the end of each quarter, the statistical quarterly report. Besides the paper work, there was the continuing problem of trying to arrange for all 21 members of the Policy Board to attend the meetings; some had as much as three hours to drive. Moreover, the majority of the Policy Board were teachers who could not easily come to meetings during regular school hours, even though we did have funds available for releasing them. In spite of these constraints of long distance travel and inability to leave the classroom, we were fortunate enough to have only one "non-meeting." A "non-meeting" is one in which the board members promise to be there; but, when the time of the meeting occurs, we have less than a quorum for holding business. My relationship with the Board was never clearly defined. When I was hired, the Board had no policy or procedures written. For the most part, I would make reports and proposals to the Board; they would listen, ask questions, make recommendations, and then approve most of everything that I proposed. Contrary to the opinion of many ultra conservatives in Idaho and elsewhere, most of the Policy Board decisions were made by consensus. There was no schism between the teacher majority on the Board and the members. I consider our relationship to have

been very positive and quite in line with my philosophy of collegial decision-making. Whenever there was disagreement or uncertainty about a decision, we would openly debate the matter and work out solutions or decisions collaboratively. Only twice did the Board make a decision of Policy contrary to my recommendation. Accordingly, I shared with the Policy Board a decision-making matrix which included all of the major and most routine decisions that could be made in a Teacher Center. I asked the Policy Board to consider who should be involved in each of the decisions and what the degree of their involvement might be. The degrees (categories) of involvement were: must approve, must be informed after the decision is made, must be consulted before the decision is made, has the total responsibility for the decision, and has responsibility for assisting in the decision. The decision matrix that emerged became policy for the Center and served us well when there was any question about the role of the Policy Board vs. the role of the Director vs. the role of the Field Agents.

Staff meetings were fun for me. I am not certain about the comfort level of the other staff who had expressed some anxiety about confrontation and argument. Our decisions and plans were made by consensus. The consensus process, of course, requires a good deal of dialogue, and we had plenty of that. When one considers very formal meetings with Roberts Rules of Order and all that, our staff meetings could have been

STAFF MEETINGS

characterized as closely chaotic. It was not uncommon to have extensive debate with heated emotions. But like any good marriage, a phoenix of truth and unanimity nearly always arose from the ashes of debate. The only difficulties that I had personally with staff meetings were 1) waiting for my Jerome-nearly-always-tardy staff to arrive and 2) feeling a bit anxious at the end of the third year about whether I had taught staff assertiveness or bumptiousness. We began by having our staff meetings once a month in Burley, our fiscal agent, location relatively central to Twin Falls and Pocatello. We soon learned that we could better spend our time in the field delivering services and moved to having staff meetings every 6 to 7 weeks. Our usual routine was to share our experiences since that last staff meeting, followed by problem-solving and/or planning activities for the future. While the group problem-solving and planning activities were highly essential at helping to fuse the group to a working unit, the sharing time was probably most effective for our operation. It was during this part of the staff meetings that the field agents learned of additional resources for our resource bank and new ways to resolve delivery difficulties, such as getting graduate credit for activities of finding just the right presenter for a workshop.

In the first year of operation, there was a tremendous amount of office work. It was necessary to produce appropriate service request forms, evaluation forms, newsletters, public

OFFICE WORK

relations materials and scads of action plan and work summaries for presentation to the Policy Board.

I thought that after the first year, office work would be substantially reduced, because there would no longer be the necessity for producing forms and public relations materials on a large scale. I was wrong. These activities were supplanted and surpassed by answering correspondence and producing training products. Office time was divided among several general activities such as : public relation (24%), travel (20%), collaboration with other agencies (11%), communicating with staff (10%), correspondence (7%), delivering activities (6%), managing the project (5%), reading (3%), dealing with the federal program office (3%), evaluating the day's work and planning for the next day (2%), running errands, finding resources for people, disseminating information about our project (1%).

Communications was a major challenge because of the wide variety of audiences. There was my secretary, the three field agents, the Policy Board, superintendents, school board trustees, principals, teachers, the Idaho Education Association, the Idaho Association of School Administrators, the Idaho School Boards Association, Deans of the colleges of education in the areas, and of course, the inevitable federal program office bureaucrats. From the very beginning, we almost lost the Center because of the inability of the federal program office and the office of management and budget staffs to communicate with us. Moreover, I would be hard pressed to count the number of times

COMMUNICATIONS

that I have left a message for the program office in Washington to return my call and not have that call returned. I would also be hard pressed to count the number of times that I have received faulty or completely false information from the program office. I have been told that this is par for the course when managing a federal project. If that is so, the course must consist of a series of sharp doglegs with sand and water traps at every hole.

Training teachers is what I love to do most. It provides me with part of the challenge that helps me to grow. While the challenge of developing a Teacher Center from ground zero was, in itself sufficient stimulation for my personal growth, it was a rare occasion when I was called upon, or had the time, to conduct a training session of my own during the first two years. Anyone who knows and understands teachers realizes how important it is for us to get our "strokes" regularly. We need to see the flashes of understanding burst forth from our students' eyes when they know they've "got it." For two years I wasn't getting my "strokes," but the third year was a different story. In the third year, my Field Agents let me come and play in their regions. I conducted several workshops, two college courses and some pieces of other college courses. It was truly rewarding and exciting to be back in the classroom. What a pity I cannot support my family on a classroom teacher's pay!

I have tried to acquaint the reader with the major aspects of the role of this Teacher Center's Director through a general narrative description. Perhaps another vehicle would be for me to share some of my activities in a typical week. The material below describes just the highlights and unusual aspects of such a week. The routine and ordinary tasks of communication and problem-solving have been omitted. The week was chosen randomly from a log that I kept of my activities as SITCC Director.

A WEEK IN THE LIFE OF THE DIRECTOR

. . . The Aberdeen superintendent called. He wanted us to help him put together his three inservice days. I told him that we would be glad to help, but that we must first hear from the teachers regarding the kinds of activities they want on those days. I referred him to Rae.

. . . Professor Marcum of Idaho State University called about requests from Jack Mauch, the Dean of Idaho State University Continuing Education Division, for us to do a needs assessment for teachers and the community in Blaine County. I informed him that I had already spoken with the Blaine County superintendent and suggested that Dean Mauch also contact him. If the superintendent is amenable to our conducting the PDPP, we will do so.

. . . Completed Karen's semi-annual personnel evaluation with her.

. . . Spoke with officials of the Idaho Education Association regarding how we might work together in lobbying the new state legislature for staff development support in Idaho schools.

. . . Tried to reach Karen three times today. No answer. Perhaps her phone recorder batteries have worn out.

. . . Received a call from Rae. Her paycheck is incorrect.

. . . Called Cassia regarding Rae's check. The fiscal agent had lost all our payroll forms. They will fix it.

. . . The National Council of States on Inservice Education called to tell he there would probably be 35 people at my presentation at the conference. Made arrangements for hand-outs for that many people.

. . . Travel to Malad--6½ hours. Did design session with Malad.

. . . Traveled to Acequia, to administer the color blindness test to two Acequia first grade twin boys. They were color blind. Arranged with Minidoka superintendent to speak to their teachers at an all-teachers meeting in November.

. . . Rae reports not receiving her paycheck. Fiscal agent lost her personnel/payroll voucher.

. . . Called the Office of Management and Budget in D.C. to get general Teacher Center fiscal data. They promised to give me data later today.

. . . Office of Management and Budget did not call back--did not call back--did not call back--did not call back.

There you have it--a typical Director's week at SITCC. Some weeks were more stressful and critical than this one. Others were relatively easy going--especially the summer weeks--time to read, study and plan ahead. For those who

might be interested in a work analysis of the above Director's week, it looked something like this: time spent reading about a task, 2.25%; time spent training to do the task, .25%; time spent planning the task, 17%; time spent implementing the task, 51.75%; time spent evaluating the task, 4.57%; and travel time, 9.5%.

Field Agents' Findings

Karen Fraley

Ms. Fraley was SITCC Field Agent for the Region IV Education Service Region

Education Region IV in Idaho has within it boundaries some of the most marvelous people in the world--its teachers. Working in less-than-ideal conditions with low salaries and low cost per pupil expenditures, they manage each year to produce students who, overall, rank "higher than average" on nationally standardized achievement tests. While most of these educators appreciate the quality of life that rural living affords, professionally they suffer many frustrations. Multiple teaching assignments and a myriad of extra duties make great demand on their time; outdated textbooks and lack of supplementary materials cause some rural teachers to expend great amounts of energy (and sometimes money) "scrounging around" to provide adequate learning experiences for their students. Lastly, the remoteness of their schools from universities, colleges, and population centers makes professional growth difficult, at best. Travel time is a major obstacle; but equally frustrating is that isolated teachers have little or no input into their inservice activities. Typically, these teachers are invited to area inservice workshops and courses, "if they can make it," after all the planning has been completed. These activites are usually held in the population center, Twin Falls.

CONTEXT

Region IV is located in south central Idaho. It is bordered on the south by Nevada and stretches north about 110 miles to the Sun Valley area; from east to west it extends over 120 miles. Within this area, Teacher Center serves 22 public school districts, one state school for the deaf and blind, and eight private schools. The public school districts range in size from a one-room country school with five students to an all-county district with 14 schools.

This somewhat unwieldly and large area is served by one half-time Field Agent. A secretary is hired for 10 hours a week during the school year to help with clerical chores.

As a native of Idaho and as an educator who had been actively involved in training and supervising teachers and in planning inservice activities for teachers in Region IV, I was very excited when I first read that a Teacher Center was being organized for this area. I applied, and was hired, for the position of Field Agent--not fully understanding what a Field Agent for a Teacher Center was!

After a week of intense orientation and staff planning, the picture became somewhat clearer. Upon request from area teachers, Teacher Center, via the Field Agent, would provide on-site, professional growth activities which were designed specifically to meet the needs of those requesting the service. What an exciting concept for rural teachers! I could hardly wait to get out and on the road to tell the good news; I put thousands of miles behind me the first year, as I contacted superintendents, presidents of local teacher organizations,

principals, and teachers--anyone who was interested--to tell them about the services we could now offer. Because I was fairly well known throughout the region, establishing trust did not appear to be a problem. Responses from superintendents regarding the concept of Teacher Center, however, varied from noncommital to enthusiastic to somewhat threatened (there was some fear originally that Teacher Center was a "tool of teacher unions," and that the union would determine which activities were offered in each district). Overall, though not in every case, the smaller districts, which had no curriculum directors and no personnel specifically charged to plan inservice activities, responded more enthusiastically to the concept of a Teacher Center.

GAINING ENTRE'

Teacher organization presidents' reactions ranged from enthusiastic support followed by good communication of Teacher Center information to their colleagues to good initial reaction with no follow-up.

Although I attempted to meet building principals while I was in the various districts, time limitations caused me to be less effective in this area. I feel strongly that building principals are the crux of effective building in-service, and feel they should be actively included in the orientation process of a teacher center.

Requests for Teacher Center services started coming into my office (which is in my home) soon after my visitations to the various districts to make them aware of Teacher Center services. As the Region IV field agent, I not only planned a myriad of activities and six college courses during a

two-year period, I was the consultant-presenter on 22 occasions, team-taught a college course in composition and an instructional development leadership course, assisted in writing grants, and conducted Teacher Center awareness presentations. The workshops I conducted included reading, language arts activities, composition, reading in the content area, perceptual motor skills, parent workshops, and needs assessment workshops. I presented at the Idaho State Title I conference, the Regional International Reading Association Convention, the Utah State Reading Conference, the Idaho State Reading Conference, the Rural Teacher Center Conferences in Vermont and in Arkansas, chaired a state reading conference, served as a state officer for the Idaho Council of the International Reading Conference and as an officer for the Idaho Education Issues Forum, and was on five Northwest Accreditation teams for area secondary schools. In addition, of course, I attended monthly staff meetings, planning sessions, policy board meetings, and some trustees, principals, and teacher organization meetings. I mention the above activities as an introduction to the next section of frustrations.

ACTIVITIES

Time was always the villain. The grant writers had not foreseen the immense parameters of the regional Field Agent role; those responsibilities unfolded only as the staff sat together to design and implement an action plan which we all felt would best serve Idaho's rural teachers.

TIME

From the first day, the staff was under time pressure. It soon became apparent that my work was somewhat "seasonal,"

however; the greatest demands were made from the end of August through April. In May, teachers were winding up the school year, and they made relatively few requests for services from then until August.

The concept of a four-hour, five-day week for me soon became a myth; the concept of "half-time" also became a myth, particularly during the "busy season." Seeing that the Field Agents could not adhere rigidly to a 20-hour week and provide quality service for our teachers, we decided on "comp. time." The director had us record our hours weekly, so that in the summer we could compensate for any overtime by working fewer than 20 hours per week. The first full year of service, I accumulated almost eight weeks (160 hours) of comp. time. I used about half of those hours in the summer. I prefered to use my time during the busy season and to take whatever hours I could during the summer, so I was satisfied with the plan.

Time was also a villain in that I didn't have the travel time I needed to visit and be visible to the teachers throughout my region. I had very little time to meet new superintendents, principals, and teachers the third year of service, which was frustrating to me. Much of my time was spent on the telephone, arranging for the barrage of requests which seemed always to be stacked on my desk. I traveled many miles that third year, but nearly always I went to a district because a specific request had been made, not because I had time to meet new teachers and administrators and "have a cup" with them.

Time limitations also kept me from conducting all the design session: those sessions in which teachers gave input regarding time, place, content, and consultant, were a real strength of our approach to inservice. However, it became apparent that I could not travel to the site each time to conduct that activity. I tried to use my liaison teachers, when possible, to do this for me; but, until the last year of our project, we had no "training" program for liaisons, and assigning them this task was somewhat risky. Sometimes they called all their teachers together for a formal session, and sometimes they just tried to get a general flavor of what their teachers wanted via faculty room conversations. I also asked all presenters to talk to the teachers who had requested their services, to design the activity; this was usually done via telephone with the teacher who had made the inservice request. The evaluations for Teacher Center workshops in Region IV were excellent; but I sometimes felt uneasy about the piece of the process called the design session.

Lastly, at the end of Teacher Center's third year, all the pieces were in place and operating smoothly. Rural teachers knew who we were and how we operated; we could efficiently put together high quality, specially designed inservice and professional activities for our teachers, but our fate is most uncertain. Idaho has a one percent initiative (similar to California's Proposition 13), which had brought the implementation of any new programs to a screeching halt; the federal government is cutting Teacher

Center funds this year, and probably will be eliminating them next year. So, here we have a well-oiled, smoothly running, efficient machine which may be left out in the fields to rust. As an Idaho educator, that thought does not please me!

REWARDS

My role as Field Agent was filled with many rewards, but I shall mention only a few which I feel were particularly significant. First, it was great meeting individual teachers' needs--be they for information about programs, publishers' names and addresses, sources for materials, new teaching ideas, names of consultants, visits to other programs, or whatever. I personally found that giving one-on-one assistance was very gratifying. Often individual needs are never met in a school district, because most plans for inservice are either all-building or all-district oriented.

Giving teachers opportunities to discuss with their colleagues their professional needs and then ranking those needs per building and per district was a terrific help to teachers--and to administrators who were charged with planning inservice activities. Many teachers shared with me that it was the first time they'd felt as if their concerns were truly heard out.

COOPERATIVE EFFORTS

An exciting part of the Field Agent role was designing with rural teachers the on-site, tailor-made activities which they had requested and then observing the successes of those programs.

As Field Agent, I helped design and teach an instructional development leadership course for liaison teachers. Although

that course was developed only the last year and had not been widely taught, the participating teachers could not rank the needs of their colleagues, conduct problem-solving and teach-building exercises, oversee a design session for a specific inservice activity, and suggest resource people for teachers with specific needs. They could also serve as a cadre of teacher trainers for others, if Teacher Center ceased to exist.

The most beneficial services we delivered, it appears, were the extended activities with more than one short session. All of the specially planned college courses in Region IV were very well received; we had 52 rural teachers register for one of them in a county district. I still receive raves from those teachers about that course--partly because of the content and partly because it was designed by them to meet a need which they themselves had identified.

FOLLOW-UP

The workshops which had a follow-up activity appeared to have more impact on classroom changes than the single, one-shot activities. For example, a session on learning centers was followed a month later by one-on-one classroom assistance by the consultant. Those activites in which teaching techniques were presented, implementation time was given to teachers, and critique sessions followed were especially helpful to educators.

Initially, most of the Region IV requests were for single, one afternoon/evening workshops. As teachers became more aware of other possibilities for effective inservice, the

requests for multi-session workshops with follow-up activities increased dramatically. As Field Agent, it was rewarding to observe a move by teachers toward more meaningful inservice activities, which frequently meant more commitment and personal sacrifice for them.

The variety of activities in my week made my work challenging. No day was the same! Some were filled with exhausting, but intellectually stimulating meetings. Others were spent on the telephone, hearing out classroom teachers as they conveyed their needs and requests for services. I worked in the office on paperwork--quarterly reports, evaluation forms, request forms, needs assessment data, letters of appreciation to presenters and consultants, expense vouchers. The best days were my days in the field, mingling with educators. I liked being on-site, explaining the services Teacher Center could offer, helping teachers determine priority needs, assisting with planning sessions, or serving as a consultant for workshops they had requested. An account of one of my typical days in the field follows.

GOOD TIMES

I awake to the sound of pathetic crowing and wish to myself that our neighbor, Mr. Davis, hadn't acquired that new rooster. Such a racket! Definitely the poorest crowing I've ever heard. I drag myself out of bed (contrary to popular myth, not all Idaho women eagerly roll out of bed at the crack of dawn to do the chores). A quick glance outside reveals a beautifully clear blue sky, a herd of dairy cows grazing nearby, and Mr. Sackett, who is already

A DAY IN THE LIFE OF A RURAL FIELD AGENT

at work on the immaculate farm which he brought out of sagebrush many years ago. This part of Idaho is called the Magic Valley, because in the early 1900's, irrigation magically converted the gray sagebrush into beautiful green farmland.

Today, I've been invited to Three-Creek--a one room school district near the Nevada border. The teacher would like to me to confer with her in the morning and to address the school board and community members in the afternoon. I select apparel that is not too formal, not too far-out, not too casual for a "professional" person; and with only a general idea of where Three Creek is, I drive 30 miles out into the desert. A quick stop at the only gas station and store in Rogerson gets me on course ("due west for 35 miles or so, until you come to the school"). As I proceed west, I'm grateful for the brilliant sunshine and beautiful weather because I haven't seen a sign of a person for many miles. I decide that I have arrived at the elusive "middle of nowhere." I refuse to let my mind entertain the idea of car trouble, because I'm over 30 miles from the nearest telephone; instead I soak in the mountain scenery and the desert which is broken only by an occasional creek bed with green grasslands where cattle are grazing.

Finally, I crest the top of a rolling hill and see the school and the teacherage. The teacher, Whitney Daniels, welcomes me and invites me to the teacherage for lunch. Six children are enrolled at the school this year. When these children are ready for high school, their mothers will

move with them to Twin Falls (75 miles away) and will live there, commuting to Three Creek on weekends, until their children graduate.

Three Creek is a closeknit, ranching community. "Foreigners" are looked upon with suspicion. My introduction lets them know that I'm "local stock," a native Idahoan; I also find that I know the clerk of the school board because I was her college supervisor for her student teaching experience. I feel accepted and welcome; so, after consulting with Whitney about her needs and making tentative plans to meet them, I visit with the school board and community members about the Teacher Center and its services.

The drive home is quiet and uneventful, which gives me some thought time for next week, when I've planned and coordinated five workshops and one college course for my region. Upon arriving at my office, my telephone message recorder starts rattling off the messages for the day. Quickly, my mind flashes back to the peaceful solitude of Three Creek--with no telephones! I'd like to sit and daydream about a lifestyle like that, but I've got to respond to these Teacher Center requests. Time is pressing, again.

The sunsets in Idaho are beautiful; the hot, dry days slip into cool, clear nights here in Magic Valley. Feeling satisfied with my day's activities, I retire for the evening, knowing that, between Mr. Davis' rooster and my telephone, another day will start sooner than I'd like.

Michele Giles

Ms. Giles was SITCC Field Agent for the Region V Education Service Region

As a Teacher Center Field Agent for Region V, I had recevied requests from teachers in, what I shall call District X (to protect the innocent), for a low cost college course. After conducting a survey and compiling the data, I found "Reading in the Content Area" was by far the most frequently requested topic. My next step was to talk with our liaison teacher in District X so we could set a date for a design session for the course. After she had discussed the design session with her fellow teachers, she discovered that they seemed to be extremely busy. Their requests had been submitted after the first of the year, and this semester was filled with activities for them. I, therefore, decided to poll each person individually and found that the majority were indeed committed to other endeavors for the remainder of the school year. They preferred to wait until the following fall to enroll in the course. We decided to arrange the course for early September, and it was set aside for the time being.

REQUEST FOR SERVICE

SITCC had sponsored four other courses in Region V during the year; and, except for some difficulty in locating a qualified instructor for one, coordinating each course had been relatively routine. From the design of each, through the period of instruction, to final evaluations, none had been difficult to arrange. There was not a clue that the course for District X would be any different.

In early August, contacts were made at a nearby state university to arrange for the graduate course in reading for three credits through the Division of Continuing Education. Continuing Education proceeded to locate an instructor in the School of Education who would be willing to teach the course, on-site, in addition to his regular course load. The first snag had surfaced. Since our last contact with the university, this course had become required for a bachelor's degree in education. As a result, enrollment had doubled in size from the previous year. This meant the college had to add another section of the course on campus, doubling the already heavy teaching load of the instructor. The possibility of his teaching an off-campus course was very slim.

I made an appointment with the chairman of the Department of Education to see if we could find some options that might work. I had just met the next snag in the process. Since District X was only 25 miles from the university, the chairman could see no reason why the District X teachers could not enroll in the section of the course being taught at night. I explained that, as a course sponsored by Teacher Center, it must be cooperatively designed with the teachers who would be taking the course so that it would meet their own individual professional needs. In addition, I explained, we were able to offer the course at a reduced rate of $5.00 per credit. Besides its not being an on-site course, the lack of personal design and the more expensive regular fee did not appeal to the District X teachers. After much discussion, the Department

Chairman told me that he could approve an instructor from outside of his staff--if I could locate one who would meet all the requirements of the Department of Education and the Graduate Council.

I immediately started my search for an instructor who would qualify. Surely this would not be such a difficult task. I had just that month used an off-campus instructor to teach a graduate history course for Teacher Center. There had been no problem getting approval for him to teach the course--not from the History Department and not from the Continuing Education Division.

CONSULTANTS

I began contacting a variety of people who were usually good resources when I was looking for a consultant for a workshop or an instructor to teach a course. In the past, I would receive an abundance of possible contacts, but this time it did not materialize. I did receive one name. I called her and explained the details concerning the course. She said she would like to teach this course, but she was extremely busy and would not be free until the next summer or following fall. I thanked her and said I would contact her later, if I did not find an instructor for the current year.

My next step was to contact other universities and colleges in the area. I talked with directors of continuing education from other Idaho institutions of higher education and with one in Utah. This proved to another dead end. Contracting a course with one of these schools meant that we could not

provide the course to the District X teachers at the reduced rate of $5.00 per credit. None of these schools was willing to negotiate a contract similar to the one we had with our nearby university. Their higher costs eliminated the reduced rate we had offered the teachers.

The continuing education director from Utah suggested that we try to hire one of their instructors, with approval from our university. He gave me the name of a qualified staff member. When I reached her, she was interested, but said she had to discuss it with her family. In the meantime, I checked with our university for the procedure to have someone from the outside approved to teach a continuing education course.

I again contacted this potential instructor, and although she wanted to teach the course in District X, she explained that she had recently been involved in a serious automobile accident and was just getting back to work. She still had a mobility problem, and her family felt it would be too much for her to travel the distance to District X. Another deadend! But just as I was about to hand up in despair she gave me the name of a colleague who had just joined their staff. She said that he had never taught this course, but that she would be willing to assist him in preparing for it. When I called him, he was interested and said he would send his application and credentials to our Department of Education that very day. Now, all I could do was wait for their decision. After waiting for three weeks, I found that his application had been rejected. He had not taught this

FRUSTRATION!

particular course before and did not have his doctorate in the area of reading. He was, therefore, not acceptable.

By this time, it was already into January. I could hardly believe that I had spent over five months trying to find one instructor for one course. It had been almost a year since the initial request had been received. Neither of the other Field Agents had run into this much trouble setting up a course. Why me? I was beginning to wonder if we would ever get this course started. Surely, I had done all I could. Maybe it was time to give up. I called our director and discussed this possibility. We could use the money for this course elsewhere--couldn't we? There were other school districts in my region who would jump at the chance for an on-site college course for only $5.00 a credit. His answer was no! We had committed this course to District X, and it must be delivered. Oh, well, it had seemed like a good idea--back to work.

What should I do next? The only thing that came to mind was to go back to our nearby Departmant of Education. I called a professor there who had taught reading courses and discussed my dilemma with her. She said a group of professors had been organized to teach "Reading in the Content Area" for Continuing Education. They had taught the course once already as a group effort and wanted to do so again. There were five instructors involved, with one as the instructor-of-record. It had been taught in six Friday night-Saturday sessions with the instructor-of-record teaching the first and last sessions--each of the others. She warned me that there had

been a request from another school for this course, but that there was some question as to whether there would be enough participants at that site. They would not know if the class filled until after registration, about three weeks away. I immediately called the Chairman of the Department of Education and requested that the same course be taken to District X should the course not fill at the other site. He assured me he would contact me as soon as he knew anything definite. Another period of waiting began, but, this time, I allowed myself just a little more optimism.

The date to register the course was nearly three weeks away; so, I got in touch with my liaison teacher in District X to inform her that I was still trying to bring them the course. I sent letters to her and the superintendent to assure them that I had not forgotten them. Then, I waited some more. I called the Continuing Education office that day after the registration had been scheduled. I held my breath as the phone rang. I asked to speak to the director. When he answered, I blurted out, "Did the reading course 'make it'?"

"No, it didn't," was his reply. Fantastic! We could now offer it to District X. He told me to go ahead with the design session, and as I hung up the phone, I could hardly believe it. We finally had our course in District X--with not just one instructor, but five!

DESIGN

I made arrangements with the instructor-of-record to accompany me to do the design session the next week. The date and time was set with the liaison teacher who was

responsible for District X teachers. I called the superintendent to tell him that we were finally going to be able to bring the course to his teachers.

The day for registration arrived. It was such a relief to know that the course would soon be a reality instead of the nightmare it had become. When I reached the school, I was told that I could wait in the faculty lounge until the teachers arrived. I sat and watched teachers coming and going while I drank a Coke. As I waited, I began to wonder why none of the teachers were staying or at least talking about the design session. After I had waited about a half an hour, the liaison teacher told me to go to the principal's office. I sat down with her and the principal. Where were the other teachers? The principal and the liaison teacher looked at each other and seemed slightly embarrassed. The liaison teacher apologized for the delay and then explained that no one else had come. She said the teachers had been involved with design sessions before, and the professors involved had always disregarded their input and taught the courses in their own ways. The teachers felt another session of this type was a waste of time. Yet they still wanted the course! I explained that for Teacher Center to sponsor a course, the teachers had to submit a design for the course they had requested. One of the professors who taught the course said that she might be able to solve the problem. She had forms that could be completed by each teacher individually and and substituted for a formal design session. Forms do not a

DISAPPOINTMENT

design session make, but I was desperate at this point. A sufficient number of the forms were left with the principal and liaison teacher to be distributed among the teachers. They said they would be mailed to me when they had been completed.

PRE-REGISTRATION

It took about two weeks for the forms to reach me, and while I was waiting, I set up a pre-registration date for the course. I traveled back to District X the following week to pre-register those interested. I wanted to know, ahead of time, if it would be necessary to advertise the course so that teachers in surrounding districts might also enroll. I wanted to make certain the course filled. This time when I entered the faculty lounge, there were a dozen teachers waiting. Since we had not had a formal design session the previous week, the time schedule for the course had not been discussed. Because the course had five instructors, all with different course schedules on campus, the only time the course could be offered was on a Friday night-Saturday basis for six consecutive weeks. I had not anticipated any opposition to this schedule when I shared it with the teachers. We had offered courses before in other districts with this time frame, and there had been no problem at all. Not this time! It seemed that the majority of teachers already had commitments on Friday nights and Saturdays.

I left the school, totally deflated with only three completed registration forms!

DESPERATION

When I broke the news to the staff at Continuing Education, they advised me to drop the whole idea. Three registrants

were not enough to hold the course in District X, even if I were lucky enough to attract a few others from the surrounding area.

I called our director to tell him the latest in the "District X Story." NOW, could we take the course to another school district? "No," he said again; the money was still commi ted to District X. What could I possibly do that I had not already tried? It was almost the middle of March. He suggested I continue searching for a way. Since I was swamped with requests for workshops from other school districts, and completely frustrated with District X, I shelved the course for a while and concentrated on my other work. I kept in touch with my District X liaison teacher about other inservice requests from their teachers, however.

She said they had an immediate need for a workshop and two demonstration lessons. The workshop was requested by the drama teachers who were presenting a spring play and needed help with make-up. Now that would be a snap! I had a consultant in Pocatello that could do that. The arrangements were made, and a make-up workshop was held in the District X middle school. We had finally been able to serve the teachers! A demonstration lesson in puppetry was also scheduled and held. Things were rolling. The second demonstration lesson requested was on pantomime. The same consultant who had presented the make-up workshop consented to return for the one on pantomime, but had prior commitments for the next two weeks. She was to call me back later to

set a definite date. A month later I had not heard from her; so, I contacted her by phone. She apologized for the delay, but two students who worked with her had had some scheduling problems. She said she would try to get back to me in a week. A week passed and still no word. It was happening again. I was beginning to feel paranoid about District X. Were they jinxed? By the end of April, the consultant and I decided we were not going to find a date when everyone involved was free. The demonstration lesson would have to wait until the next fall. Why did things never work out in District X?

In early May a new approach to the District X dilemma occurred to me. I called the liaison teacher there and asked her if the teachers might consider a different course. She thought that might be the answer. It was at least worth a try. We conducted a needs assessment with the teachers, and, this time, there were more than twenty teachers in attendance. They busily filled out the assessment cards--one for each course topic in which they would be interested.

NEEDS ASSESSMENT

The liaison and I complied the cards and ranked the topics that had been requested. There were many more courses requested than reading, and arts and crafts was, by far, the overwhelming favorite. Things were looking up! We had already sponsored four arts and crafts courses the past year and had two art teachers who had been approved by the Department of Education.

I scheduled a design session for the arts and crafts course. This time, there were twelve eager teachers ready to participate. Maybe they were beginning to feel sorry for me! They decided they would like to have both instructors present the course, and the first week in June was agreed upon as the best time schedule. The course would finally be a reality, complete with design session, IF both instructors were available. By this time, my paranoia was beginning to activate. Things were going too well, and there was still an IF. I had only ten days, from the day of the design session to the first day of class, to make the arrangements for the arts and crafts course, and five of those ten days included two Saturdays, two Sundays, and Memorial Day. Maybe this was where I would be tripped up.

DESIGN

The design session was held on the Friday morning before Memorial Day; so, I hurried back to my office to call Continuing Education to get their approval of the design. Everything went smoothly with Continuing Education. Next, I called the instructors, and both were available!

Was this really happening? Were we finally going to be able to bring a course to the District X teachers? I called the newspapers in District X and Pocatello to advertise the course for area residents--to ensure adequate enrollment. My secretary and I typed and addressed postcards to over sixty District X teachers, inviting them to take advantage of this unusual opportunity--a three-credit college course for only $15.00. Then, we waited again.

ADVERTISING

The day of registration and the first day of the course had arrived. This was it. If there were not enough participants, what would I do then? When I arrived, only half a dozen people were at the school. That certainly was not very encouraging. It was nearly 8:00 a.m.--the time when the course was to begin. Slowly, one by one, others arrived. By 8:30 a.m., I had registered twenty-three people for the course. We had finally done it! This was not to be the end of the story, however.

REGISTRATION

The liaison teacher called at the end of the course and said the teachers in District X wanted another course. She explained that one of the instructors had been so well received that the teachers would like an additional course under his instruction. They loved him and wanted to spend at least sixteen more hours with him.

As I think back over the past year and a half that it had taken to accomplish the "task" of delivering a college course to District X, I find the disappointments and frustrations had been many. Yet, the challenge had been worth it. We had been able to bring not one, but two college courses to these teachers for a total of four credit hours!

Jeanne Rose

Ms. Rose was SITCC Field Agent for the Region VI Education Service Region

My career as Region VI Field Agent began in February, 1979, when I attended my first staff training meetings with the Director, secretary, and two other Field Agents. The training consisted of laying a foundation of insight for the respect, understanding, and communication that is essential for nurturing teacher professional development. Together we explored the effective staff development theories, general objectives of the grant, staff assignments, and action plans to accomplish our objectives. Independently, I researched the questions: "What is a Teacher Center?" and "How could I carry out my duties?" Later, the staff met for more intensive brainstorming, planning and critiquing. Some original frustrations were evident as we decided how to accomplish our different goals and how to meet our strenuous schedules. These concerns were somewhat relieved when we planned the actual tasks to be accomplished, because, together we arranged our goals into manageable units. Thus began the growth of our staff as a team.

INITIAL TRAINING

After the training, we concerned ourselves with entré into the districts of our region and eliciting support from the "key-holders"--the superintendents and the teacher organization representatives. We decided to ask for personal appointments with these same persons in the private as well as public schools. We tried to build good lines of communication,

ENTRE'

establish trust relationships, and make these persons aware of our services.

As I visited my nineteen or so districts, most of the superintendents asked me to come back in the fall and talk to their teachers during the week before the children came back to school. I perceived a feeling from some of the contacts during these travels to be, "Good luck, I hope you make it. I've seen federal programs before and I'm not sure that you can accomplish much. I won't stand in your way, but I'm not sure who you are, or what you are trying to do. I am permanent and you are temporary. I will stand back and observe what happens."

By April, 1979, I had visited all my districts. About this time, I realized that I had chosen a very large region, conservative in nature, with many isolated, rural districts. I had a growing concern about how I would manage my responsibilities while employed only half-time. This is where the building liaisons came to my rescue.

LIAISONS

One of the most rewarding aspects of being a Field Agent came about in establishing a network of liaison persons in each of my districts. I was able to meet some of the most talented and hardworking educators. We soon developed good relationships and mutual trust. It seemed that many of the liaison persons had similar qualities: dedication to their professional growth, a willingness to include time in their busy schedules to upgrade their training and development, and an eagerness to serve their colleagues. Once these "right"

people surfaced and we proved that we could be of real service, they continued to be our repeated customers.

Identifying these contact persons grew to be another concern of mine. We had sent letters to teacher organization leaders and to superintendents asking for them to choose a liaison from each building in a democratic fashion. Because the actual list of names returned was very limited, I was forced to establish these contacts myself. How to dig out these hidden treasures continued to be a source of frustration. It became evident that more spade work was needed at the building level. I went back on the road, contacted principals and tried to talk to their faculties. This had just started to prove rewarding and effective when I had an increase in requests for delivery of inservice. The time spent visiting and traveling became limited as I tried to meet these growing requests for services.

DESIGNS

The value of teacher and staff input into the design of their own inservice programs rapidly became evident to me. Generally, consultants, especially those from higher education, have tended to predetermine teachers' needs themselves and then to design the content of their inservice accordingly. To ask participants what they wanted and to design the offering to match those needs, in many cases, had never been practiced before our Teacher Center came on the scene. Ideally, the consultants should have met with the teachers on site to tailor-make their inservice programs, but because of the tremendous travel expenses, the ideal had to be replaced

by telephone and written communications. It took patience and skill on all our parts to listen carefully to the variety of needs and concerns being expressed and to come to agreement with our clientele on the nature of the inservice experiences that would appropriately meet those needs.

Another strategy that I used to build confidence in our delivery service was to design a course in professional development for teachers in isolated rural communities. This was a result of doing a needs assessment in Challis. The teachers said they deplored the lack of college courses that had been offered for teachers, K-12. I promised them I would try to generate some solutions to their concerns and, driving the 160 miles home, I wondered if a course design could simultaneously meet the needs of rural school teachers, provide them with tools to maximize the limited resources available to them, and yet have the flexibility to allow them to be their own agents of change. After arriving home, I proceeded to read and do research. I found four general areas that could be explored with common benefit:

1. Improving Professional Skills--how to know the successful teaching strategies, innovative learning approaches, skills and programs already proven effective for rural education.

2. Using the Community Effectively--how to improve relationships, to elicit parental cooperation, use the community as a resource, and secure support for existing programs.

3. Utilizing Resources--how to assess the resources already available.

4. Systematic Planning for an Individual, Building or District--how to set up an action plan and budget systematically.

The teachers were enthused about the idea, the class was constructed for three college credits, and the course turned out to be a winner! I feel that this was one of my most successful and creative efforts as a Field Agent. The course was unique and has the prospect of being a permanent offering by Idaho State University.

RESOURCES

To increase our delivery capability, I was constantly on the lookout for persons who had special abilities and could share them with teachers. Up to this time, very little had been done in Region VI to identify teachers who would be willing to share their skills and knowledges with their colleagues. I started a file of three-by-five cards with information regarding these persons for future access. This was one of my favorite responsibilities as I found it fun to increase my knowledge of resources available. I had built a network of contacts who could help others. I found these resource people through a variety of methods.

One of my strategies was to attend a college course our Center was delivering to one of my school districts. This gave me an opportunity to build relationships with thirty or so teachers, and a few administrators and community members. I also profited from the focus of the course, entitled "Self Concept," as it dealt with interpersonal relationships. The course fulfilled my expectations as it required participants to be active in small group discussions where we shared inner feelings and attitudes. This helped me build empathy and trust with my clientele. After eight class sessions, we had formed

a real support group, and I sorely missed this experience after the course was over. However, because I continued to have a large number of requests for service from this school district, I was able to continue contact with many of the participants.

REGIONAL PLANNING COUNCILS

The formation of the Region VI Regional Planning Council (RPC)--that small nucleus of district representatives--proved to have great potential for networking. The group was energetic, enthusiastic about staff development, and enjoyed sharing with each other.

Another networking device I used to reinforce communication lines among myself, my liaisons, R.C.P. and Policy Board members was to send out a regional newsletter from me. Besides giving them useful information, I tried to also include messages of encouragement and support. In my last newsletter, I included tips on how to avoid "burn-out." I started this late in the grant and did not have time for much development.

I feel that I met the challenges of this huge region and accomplished my goals by establishing two major strategies. One was to prove our model works by building a good track record for delivery of staff development services; the other was to build an effective resource network that we could tap to help provide those services. If the Center were to continue to be funded, there are some additional ideas I would have liked to have tried out.

1. I would like to have developed better inservice for secondary teachers.

2. I would focus more on principals as keys to effective inservice. I know that their

understanding and support is essential to any inservice at the building level.

3. I would further develop collegial support systems such as grade level or subject matter support groups who can commensurate and share with one another.

4. I would work for establishing continuous availability of local technical assistance in my districts. This local technical assistance would provide teachers encouragement and support in their use of new skills and knowledge learned in staff development activities.

5. I would offer a survival strategies workshop for beginning teachers.

In conclusion, I sincerely feel that the concept developed by Teacher Centers is here to stay, that their supportive and dedicated role toward teachers holds unlimited possibilities, and that there is a tremendous need for similar programs in every school district. My role as Field Agent has been one of the most challenging and satisfying experiences of my life. I hope I can continue to use the skills and knowledge to promote the professional growth of others in the field of education.

USERS VIEWS

Shirla Howard

Ms. Howard was an elementary teacher client from the Blackfoot school district.

During the 1979-80 school year, I taught special reading in the I.T. Stoddard Elementary School, in Blackfoot. I also was Teacher Center liaison for our building. As liaison, I distributed Center information and arranged workshops on topics of interest to our teachers.

One of the Center's first newsletters included a large list of workshops they could arrange. I noticed one that had special meaning for us: library science. I had long recognized the need for a library facility in our school; and, at mid-year, when a kindergarten room was suddenly vacated, I spoke with the principal and my fellow teachers to see if we could put something together as a library.

We really had no idea of how to get started; so, I contacted our Teacher Center Field Agent, Rae Everitt, with our problem; and she gave me the name of a retired librarian, Oertel Hoit. Mrs. Hoit was willing and happy to help us; and, after a couple of other calls with Rae to arrange for the Center to pay Mrs. Hoit's expenses, we were in business.

Mrs. Hoit was wonderful! She visited our school and attended numerous meetings with teachers and parents about the kind of work that would be necessary to make the kindergarten space into a library. She brought the media center

director from another school district to our building and arranged for our staff to tour Pocatello libraries. When the actual work on our library began, Mrs. Hoit came weekly to type shelf list cards and to teach a few of us the cataloging system. She then brought two Pocatello librarians to an all-school inservice on our new library, involving the entire faculty with the project. By the end of the school year, the room was panelled, shelves were up, and hundreds of books had been cataloged.

That summer, a group of teachers and parents worked many hours. When school started, the library/media center was nearly finished, a half-day librarian was hired, and the doors were open for business and pleasure. The staff and students have all been very positive in their remarks about the library--although all agree that a full-time librarian is needed. Because of our efforts and those of Mrs. Hoit and the Teacher Center, each elementary school in the district now has a library. It is most evident to me that the knowledge and help we received from Mrs. Hoit through the Teacher Center has had a great impact on our school, the entire school district, and our community.

Calvin Whatcott

Mr. Whatcott was an elementary principal client from the Madison school district.

The services of the Southeast Idaho Teacher Center Consortium were very essential to the inservice needs of our teachers.

As a participant in the school workshops, and district-wide college courses I believe that had it not been for the Consortium, my own needs would have been much less well served. I can say this because other agencies in the area were not as available. They were too far removed in distance from Rexburg, which is largely rural in its setting--rural and isolated. I refer to Idaho State University in Pocatello, and the State Department of Education Talent Bank in Boise. The local college (Ricks) had attempted to fill this need in years past, but they don't offer graduate work; its focus is not on graduate level interests.

Our school district provided some inservice leadership in years past, in an effort to provide some inservice help, but again, this was too little. There was not enough leadership in the teacher organization to begin to meet the inservice needs of our 145 teachers.

Consortium personnel generated a healthy teacher interest in both formal and informal conferences, workshops, and college courses.

The Consortium reached out into many adjacent districts for talented teachers who can address the immediate classroom needs of our colleagues. Although the State Department of Education Talent Bank has been loosely organized to provide this kind of referral service, the Teacher Center did a much better job of it. The Center in fact, aided and made practical the original intent of the Talent Bank.

Establishment of the Center reflected sound thinking on the part of many wise leaders. I would like to see its potential for providing meaningful inservice exploited to the fullest extent.

Gabe Flicker

Mr. Flicker was a principal client from the Grace Lutheran School in Pocatello.

Grace Lutheran School was served by the Teacher Center for almost three years in a very positive manner. During the 1979-1980 academic year we were responsible for hosting an "IN SERVICE" for the Southern Lutheran Schools of Idaho. The Teacher Center helped by providing a needs assessment among the schools to determine what teachers desired. They followed this by providing funding and excellent consultants that would not have been possible otherwise. During the 1980-1981 academic year, our sister school in Buhl was also assisted in the same manner.

The Teacher Center made possible the opportunity for our fourth grade teacher to share his talents in art with other schools on two occasions. The Teacher Center provided the substitute money to release him for this training.

In short, the Teacher Center helped our staff to grow in educational ideas and skills and put us in contact with highly skilled and inspirational people. I'd like to thank Teacher Center, specifically Mrs. Rae Everitt, who first told us about their services; Mrs. Michele Giles, who has been in frequent

contact with us; and Mrs. Mary Pirie, our teacher liaison for the Center. No doubt there were many others behind the scenes who made our relationship with the Center a most rewarding one; we thank them as well!

Pauline Harper

Ms. Harper was a high school teacher client from the Buhl school district.

The Southeast Idaho Teacher Center Consurtium was a unique instrument for improving instruction of the teachers in Buhl School District. The Buhl school administration had, in 1979, appointed a Language Arts Committee represented by both elementary and secondary teachers who worked for one year on a two-fold plan. The committee's first goal was the development of a scope and sequence for the school district. The second was a needs assessment developed through input from the entire district. Here the Teacher Center was of great value to us. The Teacher Center staff came to the school with a comprehensive plan for a needs assessment wherein every teacher's ideas were tabulated.

From the needs assessment, we determined that one of our main needs was to train all language arts teachers in the area of teaching composition. The Teacher Center, again, was of great help to us. The Field Agent, Karen Fraley, conducted a planning session to help us design the course to meet our specific needs, and did most of the tedious leg-work in finding personnel who could teach the course.

A college-credited course was held in Buhl so that the greatest number of teachers possible from our district and two neighboring districts, Filer and Castleford, could attend. I found the course practical and innovative, filled with ideas that I could use to teach a variety of kinds of writing including creative, newspaper, letter, expository, and narrative.

FROM THE CONSULTANT'S VISTA

Beryl Taylor

Ms. Taylor was a high school teacher consultant from the Pocatello school district.

In the spring of 1980 I was contacted by Terry Magoon, a teacher of English and journalism at Salmon High School. Terry and I were friends as he had been my cadet during his student teaching experience. He complained of some production problems with his student newspaper and wondered if I had any suggestions. I told him it would be hard to make any recommendations unless I had the opportunity to survey his resources—the options open for typesetting, picture reproduction and actual duplication. I knew that, at one time, the Salmon school paper had been printed by the local weekly, but the result was not too satisfactory. Terry mentioned the Teacher Center as a means to get me to his school, and I agreed that such was a possibility.

Therefore, when I was contacted to go to Salmon to consult with Terry, I was delighted to know that the Center was working so well. Terry's principal had arranged for his classes to be covered by a substitute, and the two of us began an in-depth look at his newspaper program. We visited the district print shop where the newspaper was produced, discussed the problem of deadlines, expenses, picture production, and use of other art with the young woman in charge. She seemed excited about the improvements we suggested and was most amenable.

We discussed skills that his staff might be lacking, the need for excitement in the news columns for reader appeal, but always carefully tempered with responsibility. Later in the day, we discussed the need to run well-researched stories and editorials based on issues of importance to the school community. Terry has mailed me a copy of every issue, and I can almost feel the warmth of his pride as I read it.

Teacher Center is leaps and bounds ahead of all other forms of teacher inservice training of which I am aware because of the teacher involvement in the planning and securing of training in areas where they feel a need. Anyone who knows anything about education and persuasion knows that such involvement is the most productive method.

My experiences with Teacher Center have been most positive and I would not hesitate to repeat them. I am grateful for the opportunity.

Barbara Jean Glodowski

Sr. Glodowsko was a reading consultant from the Idaho Department of Education.

Over the past five years, I've had the privilege of traveling the State of Idaho conducting inservice and continuing education classes and workshops. While I prepared for each of these, I was frequently uncertain what the administrator or contact person actually wanted. Sometimes a request would come in for "a class on reading". The topic was so broad I was never certain if the content I considered important would

meet the needs of the teacher. Another time the administrator requested one topic while the principal announced another. When I arrived to do the presentation, the teachers wanted something totally different and were insistant on receiving it. I was five hundred miles away from home with notes and handouts for an unwanted topic. This was an awkward position for all of us. Luckily, the second topic was a familiar one to me, but having to "wing it" for six hours was difficult.

On another occasion I was told that there would be fifty teachers to attend two class sessions, 25 teachers each. Upon arrival, after bringing only 125 copies, I had two sessions of 100 each and had some upset teachers because I didn't have enough handouts. I understand, from other consultants, both incidents are a common occurance. Not so when one has been asked to do a workshop for Teacher Center.

Teacher Center lived up to its name. It was really teacher centered. The Teacher Center Field Agents spent a great deal of time and energy talking directly to teachers; as a result, they developed an excellent process for surfacing the needs, wants, and priorities of the teachers. The Field Agents matched the needs of the teachers to the talents of available consultants. By the time consultants were contracted they knew the readiness level, the needs and wants and their audience size.

As a consultant I met with a delegation of teachers who planned to attend the inservice. With the Teacher Center Field

Agent we all planned and designed that activity. When the day finally arrived, I as a consultant, knew the needs and wants of my audience and had sufficient time to prepare and design an inservice to adequately address the teachers' needs. I knew how many would be in attendance and was equipped with a sufficient number of handouts.

The audience was more receptive of an inservice because they had had a hand in preparing it, and they came equipped with a readiness to receive. All too often, an inservice is dictated to a staff from "above". The teachers have no say as to content; so they come with a negative feeling.

Another consultant and I conducted a three-credit course for the Teacher Center. The teachers met from 4 p.m. until 8 p.m. once a week and were willing to attend Saturdays. This was a positive experience for all of us involved because the audience received the information and assistance they wanted, and we consultants felt adequately prepared to deliver the information that met their needs.

In summary, I prefer to answer inservice needs if they are designed by a group practicing Teacher Centering concepts. Then I know my talents are matched to the needs of my audience; and the audience, in turn, has had input as to their needs and wants.

THANK YOU TEACHER CENTER!

Marilyn Howard

Ms. Howard was a language arts consultant from the Arco school district.

I found the role of Teacher Center consultant to be rewarding in a number of ways. First of all, it was gratifying to the ego to be called a "consultant." On a more concrete level, there was great opportunity for personal and professional growth when serving as a consultant. Because each request originated at the local level in response to local needs, and because each session was designed by the persons who would be participating, the criteria for the presentation were set by the teachers requesting the service. Instead of presenting a packaged program, each request required preparation on my part to collect and coordinate information and materials responsive to the need expressed.

The reception at the sites always made the hours of preparation seem worthwhile. Since the participants had been involved in planning the content of the presentations, they looked forward to what was to come. Therefore, it was not difficult to get people "into the spirit" of the activities. Interest, participation, and follow-up activities surpassed the level I would normally expect. Because the sessions were taking place on their home "turf" the participants were comfortable with each other and with the environment.

In cases where I was the instructor for college credit classes, those enrolled showed enthusiasm by participation in

share-alike sessions regarding the types of practical in-class applications they had tried as a result of their class involvement. Their graduate credit projects always reflected great effort and creativity. They showed their appreciation for the opportunity to put out all that effort and time by giving the classes an aveerage evaluation of 6.5 out of 7 possible points.

We are told that teacher burn-out is lessened if teachers feel they have some control over what is happening to them, if they feel they have something worthwhile to do, and if they have something to hope for. Teacher Center-sponsored sessions allowed teachers input, supported teaching efforts, and gave teachers the opportunity to set goals of excellence toward which to work.

LIASIONS LOOK AT CENTERING

Katherine S. Poulton

Ms. Poulton was our liaison at Oakley Elementary School in the Cassia county school district.

My role as Teacher Center liaison greatly affected my school. Teachers with a teaching problem had a person to come to and a place to go to for help: The Teacher Center (SITCC). Before, their only alternative was to go to the principal or the administration. These two places were often deadends because of lack of interest, time, talent or money. Teachers knew that SITCC-planned inservices were worthwhile. The teachers helped plan and tailor them to their needs. As liaison, I contacted teachers in other buildings in my district and in other cities. I became more aware of programs in other schools. I felt I had access to more ideas and resource people than before. I could give my fellow teachers suggestions about where they could go for help without bothering the principal or meeting some of the deadend streets mentioned above.

As liaison, I contacted my Field Agent many times to set up inservices. Three of these, one on centers, one on motivation, and one on composition were brought to Oakley Elementary. Before the consultants were even contacted, I polled my teachers and assessed their needs and interests for inservice. When the workshops were held, I acted as hostess and made sure that the presenters had supplies and whatever else they needed.

I also attended a class for liaisons which trained us to help teachers gain leadership qualities such as team building, communications, needs assessment, and inservice planning. As liaison, I also helped to plan a two-credit college course which over 50 teachers in my district attended.

From these inservices and courses, many of the teachers gained new ideas and made positive changes in our classrooms. I added centers, constructed better bulletin boards, and grew in self-motivation. I have a good relationship with my fellow teachers, and even though inservice still has some bad connotations in their minds, they know that with a teacher-planned workshop, there will be ideas presented to meet their problems.

I am glad that I was a part of the Teacher Center program. As a result of my work as liaison, I feel that I have gained skill at planning and delivering worthwhile workshops. When Teacher Center services are terminated, I know I will be able to keep inservice meaningful and useful.

Kimiko Camara

Ms. Camara was our liaison at the William Thomas Middle School in the American Falls school district.

In the beginning, when no one seemed aware of the purpose of the Teacher Center and its benefits to school districts and personnel, teachers were disinterested. Distinterest began to change to curiosity and openness, however, shortly after I participated in a Teacher Center awareness and leadership training course. The course raised my awareness level to such an

extent that I was able to return to my district and share with my colleagues the Teacher Center concept and the services that it could provide. Because of that training; I actively listened to the needs of teachers being voiced at lunch and in the faculty room; and, with the help of Field Agent, Michele Giles, I was able to constructively respond to their needs.

Toward the month of May we conducted a needs assessment with regard to a college course the staff wanted delivered on-site. The course subject that emerged as the highest priority was arts and crafts. The teachers who wanted to participate in the course were then called together by the Teacher Center Field Agent and were taken through a brief design session. The purpose of the design session was to get as much teacher input into the planning of the course and the selection of the instructor as possible. Although they participated in the design session, our teachers, at this point, were not optimistic. In the past, when the district had mandated that its teachers take university classes, their responses were never considered. What a surprise to receive, through the Teacher Center, the college course we ourselves requested and had input in designing!

It was the end of the school year. Everyone was tired. School inventories and requisitions had to be filled out. Grading had to be done. Records had to be completed; and on top of all this, our district had "pink slipped" approximately 17 teachers. Moral was at its lowest. Yet, the arts and crafts course was well attended by even those teachers who knew that they might

because they had designed the course; it was meaningful, useful, and the atmosphere had changed to a positive one. After an intensive seven days of work immediately after the close of school, and after completing the three-credit course, the teachers decided they wanted more and were willing to pay for it and to spend the additional time. Why? Because, for the first time, with the help of the Teacher Center, teachers had input regarding their needs. They got the kind of help they had been asking for but, in the past, had never received. I can't begin to tell you how much that meant to our school district. Teachers left the workshop -- planning learning centers, working out enrichment and supplementary activities to enhance their curriculum, etc. The principal and the superintendent came into the course many times to observe the teachers working for next year's program. They were impressed.

A great deal of credit goes to the Teacher Center Field Agents. I contacted not only Michele Giles, our Field Agent, but was given the telephone number of another Field Agent whenever ours was not available. Also, I had the opportunity to contact Rae Everitt, our Field Agent last year. Teacher Center made sure that someone was always available to listen, to pass information to the right people, and to get back to us. At no time were we "in limbo" or "out on a limb."

Teachers have been asking me to convey to the superintendent their desire to not only have meaningful inservice but inservice

that carries district or university credit. I hope the district will consider teacher input and that teachers are asked to actively participate in the design of future inservices.

The Teacher Center had impact on instructional improvement and on changing the attitude of teachers--especially regarding university courses that would benefit us in the classroom. I see many more benefits yet to come when our teachers begin using their new skills, ideas, and materials as the new fall semester begins.

Mary Pirie

Ms. Price was our liaison at the Grace Lutheran School in Pocatello.

Our school has benefited from association with the Teacher Center, first of all, by helping us to identify our needs and assets and, then, by helping us to fill the needs and share the talents. It has <u>greatly</u> improved the quality of our conferences, and we have had many excellent inservice presentations.

I became frustrated, sometimes, with the apathy of some of my fellow teachers regarding their own inservice training. I couldn't seem to get most of them motivated to participate more, whether it was going to workshops or classes offered elsewhere or to volunteer to share their talents with other teachers in other districts. These programs can only be successful if teachers participate. I don't think the teachers realized how important inservice and the Teacher Center was.

As the Teacher Center liaison in my school, I tried to keep the staff informed of inservice offering, classes, and

workshops being held. I posted notices, passed out materials, and announced activities at faculty meetings. I was also involved in our inservice needs assessment and in the design of workshops and other inservice activities which were delivered to meet our priority inservice needs. I feel very strongly that every school staff should do its own needs assessment annually because of staff turnover and the ever-changing developmental needs that emerge each year.

Before the Teacher Center came along, I thought that in-service was boring, superficial, and a waste of time. I went only because it was required. Now I go to staff development activities with a more open mind, hoping to learn something, feeling that I will get something worthwhile out of it. I guess the old adage that you only get out what you put in is true. The Teacher Center model requires a lot of commitment and imput from each of us, and we benefited as never before.

EPILOGUE

In the summer of 1981, our Center was awarded another federal grant that enabled us to operate for one more school year. We had hoped for a three-year continuation grant, but the Reagan administration eliminated funding for teacher centers after fiscal year 1981-1982.

Our Policy Board and staff had anticipated this cut, however, and developed the grant proposal that reflected our major priority: creating teacher centering capability in southeast Idaho schools. We wanted to teach key educators all that we knew about the development and delivery of quality inservice programs - - and more. We didn't abandon our delivery, however. On the contrary, we increased delivery of inservice activities 58% over the previous year.

Our action plan for our last year included three objectives. The first one, our major priority, was to train principal-teacher teams in quality staff development practice. We sent letters to all superintendents in our service area explaining what we wanted to do and asking them to select one or more teams from their district. Our proposal was that we would train the teams two days a month from January through May. At the end of that time, the teams would be qualified staff developers. The superintendents were asked to pay $200.00 per team as a commitment to the process. The actual cost of training each team was about $1,200.00 and SITCC carried the balance. We received positive responses from ten superintendents resulting in thirteen teams; one district sent three teams.

From January through May we trained our Professional Development Teams (PDT's) with all we knew about staff development programs. We heaped volumes of theoretical and practical literature upon them. We taught them needs assessment, program planning, action planning, resource identification and allocation adult learning theory, adult developmental stage theory, open communications strategies, support group formation techniques, change theory, program management and evaluation and more. We gave them time in class to practice their new learnings each month. We had them develop plans on how they were going to use their new learnings back at their work site before the next month, and we created support groups from among the teams to help each other critique their plans. When the teams returned to the training the following month, they would use the support groups to critique how well they had implemented their plans during the interim. We provided them the opportunity to have a one-to-one dialogue with national authorities in staff development through teleconferencing. Both in and out of class we tried to provide the individualized coaching the teams were needing to not only master the new material but also to plan, design, implement and evaluate their own staff development programs in their buildings. We also turned over to them our entire bank of resources that the Center had been using over the years - - along with a few "in-house" hints on how to identify and access those resources effectively.

At training end we were exhausted, but we now had twenty-six staff developers in southeast Idaho and a common image of what quality staff development is all about. More importantly the

Professional Development Teams had become a highly motivated support group for one another. They set as their number one priority for the future: "...to continue to provide one another both the support and the challenge we need to keep growing as staff developers and professional educators."

They elected David Schjeldahl, principal of Linden Park Elementary School, as their leader/coordinator and made a pact to meet together again in October. While the PDT's were somewhat concerned about how they were going to finance such a meeting, their resolve was firm; they would meet even if it had to be at their own expense.

If all goes as anticipated at this writing they won't have to bear that expense. As the closing date of the Center grew nearer, it became clear that there would be several thousand dollars of carry-over money left in the SITCC account. When the Policy Board learned of this, they elected to give the carry-over to the PDT group so that they might continue to meet and share and build quality programs in their districts. David Schjeldahl called for a meeting of the PDT's in August to form an official organization -- one that could legally receive and disburse funds, and, in August, the Idaho Staff Development Association was formed, complete with bylaws, officers, and bank account! A draft memorandum of agreement between SITCC and the new Association was then developed and informally approved by the Association and the Cassia County school superintendent. The agreement called for the Association to complete two major objectives during the 1982-1983 school year:

A. To promote the prefessional growth of Idaho educators and the development of quality in-service practice in Idaho schools.

B. To facilitate the improvement of staff development programs in southeast Idaho.

C. To provide a vehicle for giving the membership of this organization both the support and the challenge they need to continue to grow as staff developers and professional educators.

(A copy of the entire agreement the Association bylaws, and minutes may be found in Appendix B.)

All that remains, as of this date, is for the SITCC Policy Board to fix the exact amount of money it will pay the Association for its sub-contract and for the Cassia superintendent to give final approval for the transaction.

It's appropriate, here, to share with the reader an image of a super intendent. Norman Hurst, the Cassia County superintendent, has been supportive of every aspect of the Teacher Center's activity for he is a strong advocate of continuous professional development. He is one of the leaders in southeast Idaho in the emphasis he places on inservice for his staff. It was he who sent not one but three teams for the Professional Development Team training, and it is he who has approved the draft of the sub-contract between the Idaho Staff Development Association and SITCC. When one considers the context in which Mr. Hurst has made such decisions, one can perhaps begin to understand how overwhelmingly supportive he has been. The context is grim. The national depression did not sidestep Cassia County schools. Federal funds from several sources were cut completely or reduced substantially. State allocations were reduced, and the

new school board has taken an ultra-conservative attitude in its attempt to keep the schools open in spite of the fiscal crunch. While all over Idaho school districts have cut or cut back their staff development efforts, Cassia County has prevailed, thanks to a courageous educational leader, Norman Hurst.

The Professional Development Team Training was a success! It provided southeast Idaho with a cadre of staff developers who will carry on the teacher centering process. And while the Center didn't make the impact we would have liked to see in our area, we did make a significant dent. Appendix C may give the reader some idea of the size of the dent. It is a compilation of the comments of the teams about the impact of the training on themselves, their colleagues and their school districts.

Our second objective was to continue to deliver programs and activities to our clientele at, at least, the rate of the previous year. As stated previously, we increased delivery by over 50%. We set sixty activities as our goal; we delivered over 130!

We were not nearly as successful at meeting our third major objective. In fact, we failed immensely. That objective was to secure funding for the Center other than from the federal government. We went to private industry and business, to the state department of education and the state legislature, to local school boards and superintendents, and to the teachers themselves. The net result was over 500 utters of support from Idaho Education Association members -- just letters: no checks or money orders. Maslow's hierarchy of needs was and still is fully functioning.

Folk singer Kate Wolf puts it a simpler way:"...and it's hard to remember the 25th of December, when everything you've got's been given away..."

And so, on October 1, 1982, the Southeast Idaho Teacher Center Consortium will cease to exist, but its energy and purpose remain as much more than mere artifacts: 1) the Idaho Staff Development Association is a potent force for change; 2) the State board of education has adopted a resolution supporting "... the continuous professional development of all Idaho educators." 3) the State Professional Standards Commission is looking again with renewed enthusiasm the issue of providing incentives for professional growth; 4) the state department of education conducted a two-day conference on staff development for superintendents and principals so that they might be more aware of what quality inservice can be; 5) it used its Teacher Center Program funds to form a state inservice advisory committee and to train a cadre of staff development teams in the northern and western sections of the state; and 6) scores of teachers have been trained to conduct our Professional Development Priorities needs assessment with their colleagues.

Progress has been made. The state of the art of Idaho inservice has been improved as a result of SITCC activity. How much improvement and progress has been made must be measured in the years to come. We'll be watching with interest!

APPENDIX A

DATA SUMMARY: S. E. IDAHO TEACHER CENTER CONSORTIUM

Oct. 1979- Mar. 1982

SERVICES	Delivered 10/79-12/79	Delivered 1/80-3/80	Delivered 4/80-6/80	Delivered 7/80-9/80	Total Delivered 1979-1980	Delivered 10/80-12/80	% ↑↓ *	Delivered 1/81-3/81	% ↑↓ *	Delivered 4/81-6/81	% ↑↓ *	Delivered 7/81-9/81	% ↑↓ *	Total Delivered 1980-1981	% ↑↓ *
WORKSHOPS	11	27	10	5	53	21	91↑	31	13↑	19	90	3	40↓	74	40↑
C. COURSES	-	4	3	-	7	1	100↑	3	25↓	13	333↑	_	0	17	143↑
TECHNICAL ASSISTANCE	1	7	6	-	14	5	400↑	3	57↓	2	67↓	13	1300↑	23	64↑
DEMONSTRATION LESSONS	1	-	-	1	2	3	200↑	1	100↑	3	300↑	_	100↓	7	250↑
NEEDS ASSESSMENTS	2	-	2	1	5	1	100↑	1	100↑	2	0	_	100↓	4	20↓
OTHER ACTIVITIES	5	1	3	-	9	-	500↑	8		-	300↑	_	0	8	11↓
RESOURCES PROVIDED	17	6	7	4	34	19	12↑	182	2933↑	-	700↓	5	25↑	206	5050↑
MATERIALS PROVIDED	-	1	17	41	59	57	570↑	117	116↑	123	624↑	18	56↓	315	434↑
INFORMATION PROVIDED	155	139	114	21	429	186	20↑	385	177↑	200	75↑	115	448↑	886	107↑
TOTAL SERVICES	192	185	162	73	612	293	53↑	731	293↑	362	123↑	154	111↑	1540	152↑
TOTAL ACTIVITIES	19	39	25	10	93	28	47↑	43	15↑	36	44↑	16	60↑	123	34↑
ACTIVITIES AS % OF ALL SERVICES	.10	.21	.15	.14	.15	.10		.06		.10		.10		.08	
CLIENTELE SERVED	817	1016	533	216	2582	1023	25↑	1415	39↑	1090	103↑	397	84	3925	52↑

* Percent increase or decrease over same period previous year

Delivered 10/81-12/81	% ↑↓ *	Delivered 1/82-3/82	% ↑↓ *	Cumulative Total To Date	Average Delivered Per Quarter
21	0	25	24↓	173	17.3
1	0	5	40↑	30	3.0
8	60↑	29	867↑	74	7.4
_	300↓	_	100↓	9	.9
_	100↓	_	100↓	9	.9
13	1300↑	11	38↑	43	4.3
_	100↓	_	100↓	240	24.0
30	65↓	10	91↓	404	40.4
273	47↑	631	61↑	2709	270.9
338	15↑	701	4↓	3191	319.1
43	61↑	70	56↑	333	33.3
.13		.10			
1176	15↑	1350	4↓	9041	904.1

APPENDIX B

BYLAWS OF THE IDAHO STAFF DEVELOPMENT ASSOCIATION

ARTICLE I - Name, Principle Office and Purpose

Section 1. - Name: The name of this non-profit professional organization shall be the Idaho Staff Development Association.

Section 2. - Principle Office: The principle office of the Association will reside with the president.

Section 3. - Purpose: The purpose of this organization shall be as follows:

A. To promote the professional growth of Idaho educators and the development of quality inservice practice in Idaho schools;

B. To facilitate the improvement of staff development programs in southeast Idaho; and

C. To provide a vehicle for giving the membership of this organization both the support and the challenge they need to continue to grow as staff developers and professional educators.

ARTICLE II - Membership

Section 1. - General Membership: Membership in the Association shall be open to any educator interested in staff development and in agreement with the purposes of the Association.

Section 2. - Charter Members: Charter members shall be the original Professional Development Teams formed through the Southeast Idaho Teacher Center Consortium (SITCC) in 1982, members of the SITCC Policy Board, and SITCC Professional staff.

ARTICLE III - Officers and Responsibilities

Section 1. - President: The president shall preside at all meetings of the Association. S/he shall, as chief executive officer, subject to the control and direction of the board, generally perform all duties usually incident to

such office and such further duties not delegated to staff, as may, from time to time, be required of him/her by the members of the board.

Section 2. - Vice-President: The vice-president shall perform the duties of the president in case of the latter's absence or disability. In case both the president and the vice-president are absent or unable to act, the board shall appoint a president pro tempore.

Section 3. - Secretary-Treasurer: The secretary-treasurer shall keep minutes of all meetings. S/he shall attest all conveyances and other instruments requiring the signature of the president and the attestation of the secretary-treasurer and shall keep a roll of the members of the board. The secretary-treasurer shall receive payments, deposit funds, disburse funds for capital expenditures and expenses as authorized by the board of directors, keep financial records, and be responsible for Association accounting. In the absence of the secretary-treasurer, the board shall appoint a secretary-treasurer pro tempore.

Section 4. - Method of Election and Term of Office of Officers: The term of office of Association officers shall be one year. Officers shall be elected by a plurality of votes cast in secret ballot by the membership at the annual meeting of the Assocation.

ARTICLE IV - Board of Directors

Section 1. - Members: Members of the board of directors shall consist of two members from each Idaho region represented. Included in this number shall be the elected officers of the Association.

Section 2. - Method of Election and Term of Office of Board Members: The term of office for Association board members shall be one year. Board members shall

be elected by a plurality of votes cast in secret ballot by the membership at the annual meeting of the Association.

Section 3. - Good Standing: Good standing of members of the board of directors is based on attendance at regular and special board meetings. If for any reason a member of the board fails to attend two consecutive meetings without prior notice to the principle office, the position held may be declared vacant by the board.

Section 4. - Vacancies: If a vacancy of the board occurs because of moving from the area or because of lack of good standing, the following procedure of replacement will take place:

A. If the vacancy is <u>not</u> that of an officer of the board, the remaining board members shall appoint a replacement from the region losing the representation.

B. If the vacancy <u>is</u> that of an officer, the position will be filled from among the remaining board members by election of that group.

Section 5. - Responsibilities of the Board of Directors: The responsibilities of the board of directors shall be to:

A. Employ, direct, evaluate and, if deemed necessary, terminate staff;

B. Set all policy for the direction and operation of the Association;

C. Determine the overall budget of the Association and recommend budget transfers to the secretary-treasurer as deemed appropriate;

D. Determine and amend, as deemed necessary, policies of the Association;

E. Determine and, if deemed appropriate, revise the operational goals and objectives of the Association;

F. Delegate, as deemed appropriate, responsibility to staff;

G. Develop and review at least once a year an annual action plan that will include the goals and objectives of the Association as well as action strategies for accomplishing them;

H. Review all progress reports submitted by the president or staff and make recommendations, when appropriate, for further action based upon the reports;

I. Determine staff salary(ies);

J. Enter into contractual agreements with individuals and agencies for the accomplishment of Association goals;

K. Receive and disburse funds in the accomplishment of Association goals; and

L. Establish and collect fees for membership in the Association.

ARTICLE V - Meetings

Section 1 - Annual Meetings: Annual meetings of the board of directors and of the Association membership shall be determined by the board of directors.

Section 2. - Special Meetings: Special meetings of the board of directors or the Association may be conducted at any time upon the call of the president or three members of the board of directors.

Section 3. - Notice of Meetings: Each member who may attend special meetings of the board or of the Association will be notified of the time and place of such meetings at least ten days and not more than thirty days prior to the date of said meetings. Notification of annual meetings of the Association and the board of directors shall be made in such a manner as to ensure maximum attendance at said meetings.

Section 4. - Quorums: A majority of the board of directors, present in person or by proxy, shall constitute a quorum of the board. A quorum shall not be necessary for conducting Association meetings.

Section 5. - Adjourned Meeting: If a quorum is not present at any meeting of the board of directors, board members present may adjourn the meeting to another time.

Section 6. - Proxies: Any board member may designate another Association member to act as her/his proxy and any meeting of the board of directors.

Section 7. - Voting: Voting at all meetings may be by a show of hands except in the case of the election of officers and members of the board of directors. The latter shall be by written, secret ballot. Proxy members of the board of directors may vote at board meetings.

Section 8. - Order of Business: The order of business at annual meetings of

the board of directors or the Association shall be as follows, unless altered by motion duly made, seconded and passed at the meeting:

A. Roll call
B. Review of minutes of the previous meeting
C. Communications
D. Reports of officers and committees
E. Election of officers
F. Unfinished business
G. New business
H. Adjournment

The order of business of special meetings of the board or the Association shall be set by the board president.

Section 9. Parliamentary Authority: Roberts' Rules of Order, Revised shall be authority on all questions of parliamentary law or proceedings.

ARTICLE VI - Amendment of Bylaws

These bylaws may be amended by the affirmative vote of a majority of the members present at a regular annual meeting of the Association or at a special meeting called for such purpose--provided written notice of the change is submitted prior to the meeting. A copy of the proposed bylaws, with changes clearly noted, shall be sent to all members not less that ten days nor more than thirty days before the meeting date.

ARTICLE VII - Dues

Section 1. - Charter Members: Charter members shall pay no dues the first year of operation of the Association.

Section 2. - Regular Membership: Membership dues shall be determined annually by the board of directors.

CHARTER MEMBERS OF THE IDAHO STAFF DEVELOPMENT ASSOCIATION

The following are charter members of the Idaho Staff Development Association by virtue of their being members of the Southeast Idaho Teacher Center Consortium Professional Development Teams, members of the Board of Directors of the Southeast Idaho Teacher Center Consortium, or profesional staff of the Consortium. Numbers in parentheses indicate the Idaho region in which the member resides. Names underlined indicate membership as a Professional Development Team member.

Harold Blauer, Principal
Mountain View Elementary
Burley (4)

Linda Durfee, Teacher
Mountain View Elementary
Burley (4)

Lawrence Larue, Principal
Popplewell Elementary
Buhl (4)

Diane Clemens, Teacher
Popplewell Elementary
Buhl (4)

Carl Peterson,Teacher
Idaho School for the Deaf and Blind
Gooding (4)

Shirley Peterson, Teacher
Idaho School for the Deaf and Blind
Gooding (4)

Sandra Lee, Teacher
Glenns Ferry High
Glenns Ferry (4)

Terry Parish, Teacher
Glenns Ferry High School
Glenns Ferry (4)

Sherryl Kniep, Principal
Overland Elementary
Burley (4)

Anna Leonard, Teacher
Overland Elementary
Burley (4)

Darrell Hatfield, Principal
Declo Elementary
Declo (4)

Sue Kicklighter, Teacher
Declo Elementary
Declo (4)

Dr. Paul Brown
Burley(4)

Marianne Bohon
Heyburn (4)

Dr. Roy Strawser
College of Southern Idaho
Twin Falls (4)

Rosa Lee Dockstader, Teacher
Jerome Elementary
Jerome (4)

Shirley Clark, Head Teacher
Albion Elementary
Albion (4)

Tim Knowles, Teacher
Shoshone Elementary
Shoshone (4)

Jerry Smith, Principal
Clover Lutheran School
Buhl (4)

Irma Gomez-Bushman, Teacher
Cassia County Schools
Burley (4)

Marilyn Woods
Paul (4)

Dr. Don Keith
College of Southern Idaho
Twin Falls (4)

Keith Tolzin, Superintendent
Idaho School for the Deaf and Blind
Gooding (4)

Norman Hurst, Superintendent
Cassia County School District 151
Burley (4)

Karen Fraley, Field Agent
Southeast Idaho Teacher Center
Twin Falls (4)

Gaylord Flicker, Principal
Grace Lutheran School
Pocatello (5)

Clark Merrill, Principal
Inkom Elementary
Inkom (5)

Irvin Spraker, Teacher
Inkom Elementary
Inkom (5)

Leon Howell, Principal
Paris Middle School
Paris (5)

Jaren Pugmire, Teacher
Paris Middle School
Paris (5)

Phil Gillis, Principal
Malad Elementary
Malad (5)

Carol Dawn Willie, Teacher
Malad Elementary
Malad (5)

Jerry Sharp, Counselor
Blackfoot High School
Blackfoot (5)

Dr. Gordon Loosle, Superintendent
Marsh Valley School District 21
Arimo (5)

Arnell Walker
Soda Springs (5)

Sr. Betty Schumacher
St. Anthony School
Pocatello (5)

Annabelle Lerch, Teacher
Pocatello High School
Pocatello (5)

Gary Dahlke, Teacher
Marsh Valley High School
Arimo (5)

Carol Rounds, Teacher
Highland High School
Pocatello (5)

Barbara Orr
Pocatello (5)

Dr. Richard Sagness, Dean
College of Education
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Pocatello (5)

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Jeanne Rose, Field Agent
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Pocatello (5)

Bedford D. Boston, Director
Southeast Idaho Teacher Center Consortium
Pocatello (5)

Doug Jordan, Principal
Swan Valley Elementary
Swan Valley (6)

Mike Call, Principal
Goodsell Elementary
Shelley (6)

Janet Peterson, Teacher
Goodsell Elementary
Shelley (6)

David Schjeldahl, Principal
Linden Park Elementary
Idaho Falls (6)

Margene Hansen
Idaho Falls (6)

Dr. Norman Ricks
Ricks College
Rexburg (6)

Larry Caldwell, Director
Idaho Education Association
Uniserv Region Six
Idaho Falls (6)

Donald P. Merrill
Ricks College
Rexburg (6)

Betty Sowards, Teacher
Butte Count Schools
Arco (6)

Marjorie Whatcott, Principal
Adams Elementary
Rexburg (6)

Wayne Swenson, Teacher
Central Elementary
St. Anthony (6)

Cheryl Reeser
Rexburg (6)

James Gordon
Ricks College
Rexburg (6)

SOUTHEAST IDAHO TEACHER CENTER CONSORTIUM

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DIRECTOR
Dr. Bedford D. (Buck) Boston

MEMORANDUM OF AGREEMENT

The Southeast Idaho Teacher Center Consortium wishes to subcontract with the Idaho Staff Development Association for the implementation of the attached action plan (Attachment A) for carrying out Consortium goals and objectives.

In its 1981 - 1982 project year, the Consortium has made good progress toward the achievement of its goals and objectives but has been unable to complete two of its major objectives because of the intimely recission of the Teacher Center Program by the federal government. These two objectives (Production Objectives Six and Seven of the Consortium project plan) call for the training of teams of staff developers that would be able to continue the delivery of quality staff development programs and activities for Idaho educators after the Consortum closes its offices.

The action plan (Attachment A) subject to this agreement is for the implementation of activities that will lead to the achievement of Consortium Production Objectives Six and Seven.

THEREFORE, the Southeast Idaho Teacher Center Consortium agrees to pay the amount of $, dollars to the Idaho Staff Development Association for the implementation and fulfillment of the attached action plan (Attachment A). The Idaho Staff Development Association agrees to carry out this plan to the best of its ability and to the satisfaction of the superintendent and/or board of education of the Cassia County Joint School District 151 no later than September 1, 1983.

Bedford D. Boston (for the Southeast Idaho Teacher Center Consortium)

David Schjeldahl (for the Idaho Staff Development Association)

ATTACHMENT A

An Action Plan for the Achievement of Production Objectives Six and Seven

Objective 1.0: At least three one-day follow-up training sessions will be held for the Professional Development Teams. The major objectives of these trainings will be to 1) reinforce previous training, 2) introduce new concepts and skills in staff development, 3) provide the Teams with a psychological learning environment of support and challenge, and 4) facilitate the completion of the installation of the Teams' staff development programs begun during the 1982 Professional Development Team training conducted by the Southeast Idaho Teacher Center Consortium.

Task 1.1 Form a planning/management task force to develop implementation and evaluation plans for conducting the trainings.

Task 1.2 Submit plans to the Idaho Staff Development Association board of directors for approval.

Task 1.3 Implement approved plans.

Objective 2.0: The staff development knowledge and skills of the Professional Development Teams will be shared freely with all Idaho educators who desire this expertise but with a special focus and emphasis on southeast Idaho educators.

Task 2.1 Form a planning/management task force to develop implementation and evaluation plans for the sharing of the expertise of the Professional Development Teams.

Task 2.2 Submit plans to the Idaho Staff Development Association board of directors for approval.

Task 2.3 Implement approved plans.

Objective 3.0: By September 30, 1983, a report will be submitted by the Association to the superintendent of Cassia County Joint School District 151 detailing the progress of the Association in achieving the fulfillment of this action plan. Such report shall include 1) all activities conducted, 2) the progress the Professional Development Teams have made at the installation of their staff development programs begun during the 1982 Professional Development Team training, the evaluation of all activities, and 3) a financial report showing the cost of administration and coordination of this action plan.

Task 3.1 Form a task force to develop a plan for the production of the report.

Task 3.2 Submit plan to the Idaho Staff Development Association board of directors for approval.

Task 3.2 Implement approved plan.

APPENDIX C

PROFESSIONAL DEVELOPMENT TEAM TRAINING RESULTS

Any valid evaluation of a training program must center upon long-term effects. Perhaps through the leadership of Dave Schjeldahl and the PDT group, we will be able to take a look at those long-term effects.

For now, we only have the comments of the trainees submitted at our last session in May. These comments have been edited for brevity and, therefore, represent about one-fifth of the total positive responses.

I thought you would be interested.

Also enclosed is a matrix of the progress of the teams.

"Our staff has shown a great degree of cooperation, consideration and effort to attend to necessary goals. We have created a team approach to professional development."

"The prospects of this workshop gave me the push I needed to work towards getting some inservice training for our staff during this current school year...We wrote the project on the "Institute for Creative Education." It was funded through the State Department of Education to the tune of $5500. We feel that this project has given us a taste of what needs to be done for this next year."

I wish to thank Teacher Center for their help in getting me to see that these innovative programs to be successful must have 3-5 years of continuous training and encouragement in order to succeed. The programs will truly become a part of our staff if we give them a continuous program of sustained inservice training and support. We are off to a good start as a result of this impressive workshop."

"Probably the most significant positive effect of our involvement in the staff development training is a sense of plan or direction."

"All staff members have a better understanding of where we are, as well as, a more confident sense of where we're headed."

"I feel that the training has enriched me professionally through the readings which we were asked to read each month, and through the excellent instructional techniques utilized by both Rene and Buck...Their methods gave me exposure to what I feel would be a good model to follow in conducting a staff development program."

"Now that I have been working at the planning stage of staff development with my building, I, personally, have become more committed. I know that the PDT that I have been attending has greatly contributed to becoming 'recharged'".

"My teammate and I have learned a great deal on sharing, committments, success and sometimes failures. We have tried to share responsibilities from the beginning as equals rather than as a teacher and principal relationship."

"I am always impressed with Idaho teachers and educators--they're a special breed! The ideas shared at the sessions have become part of that intricate mass of stuff called 'my education background,' which enables ideas to spring forth during brainstorming sessions and 'one-way-to-do-it' strategies to bubble up from within ."

"The support teams from the other schools have been a good experience for me so I could learn to discuss our situations with other people honestly. As we continue to make forward progress on our staff development program, I feel we should keep in touch with the other groups for support and ideas of solutions and resources for our needs and problems."

"The exposure to other teachers and administrators has given me a better feeling about the quality of Idaho educators."

"During this course, I have developed a feeling of trust and confidence in our ability as a team to carry on with our plans in our building."

"The training has developed within me an attitude that I, as an individual, can bring about positive change within my profession. I hope, by my enthusiam, I can spark fellow teachers to become involved in the staff development process."

"One other benefit from this training is the accumulation of much literature relating at staff development. Thanks to the leaders for providing this wealth of resource material."

"At our first design session, it was very rewarding to witness the extent of input and concerns that the teachers had concerning our top priority, 'Diagosing Learning Difficulties.' As their ideas were presented, there emerged a plan for delivery. Teachers seemed excited and enthused about the possibility of developing a plan tailored to their unique needs."

"During the process of conducting both the school climate survey and the needs assessment, I saw more constructive collaboration than at any other time this year. Through brain-storming, sharing, and evaluating each others thoughts and suggestions, an awareness of inter-staff needs and wants surfaced. The staff then found themselves pooling ideas and contemplating possible solutions (or, as we have studied it, strategies) to these problems.

" I believe our needs assessment explanation and staff development committee has developed within the group a sense of trust and caring for others attitude. People are now sharing ideas with one another instead of retaining and keeping their ideas to themselves. They are willing to help others. This thought of helping others was brought out to me by the use of the puzzle in our group at ISU. When we have to give, it makes us feel better."

"My mental concept of familiar terms such as inservice education, staff development, needs assessment, barriers, resistance and interpersonal communication, have certainly been broadened and in some instances altered. Adding to this list such new terms as school climate, quality practices, inservice readiness, conceptual development, strategies, perception check, freeing effects, binding effects, feedback, team building module, components and others have all provided a framework to guide my thinking and planning. "

"I am certain this change is a result of many contributing factors. There has been the interaction of my teammate, our instructors, our class members, our teleconferencing participants, staff members of my school, administrating and evaluating the above mentioned data."

"Even though I was familiar with many aspects of the training, it has given me a greater feeling of efficacy and has provided an awareness and professional stimulation and motivation that a person in a small school needs to prevent boredom,stress, or burn-out. It has made me realize that we do need a more systematic approach to our staff training."

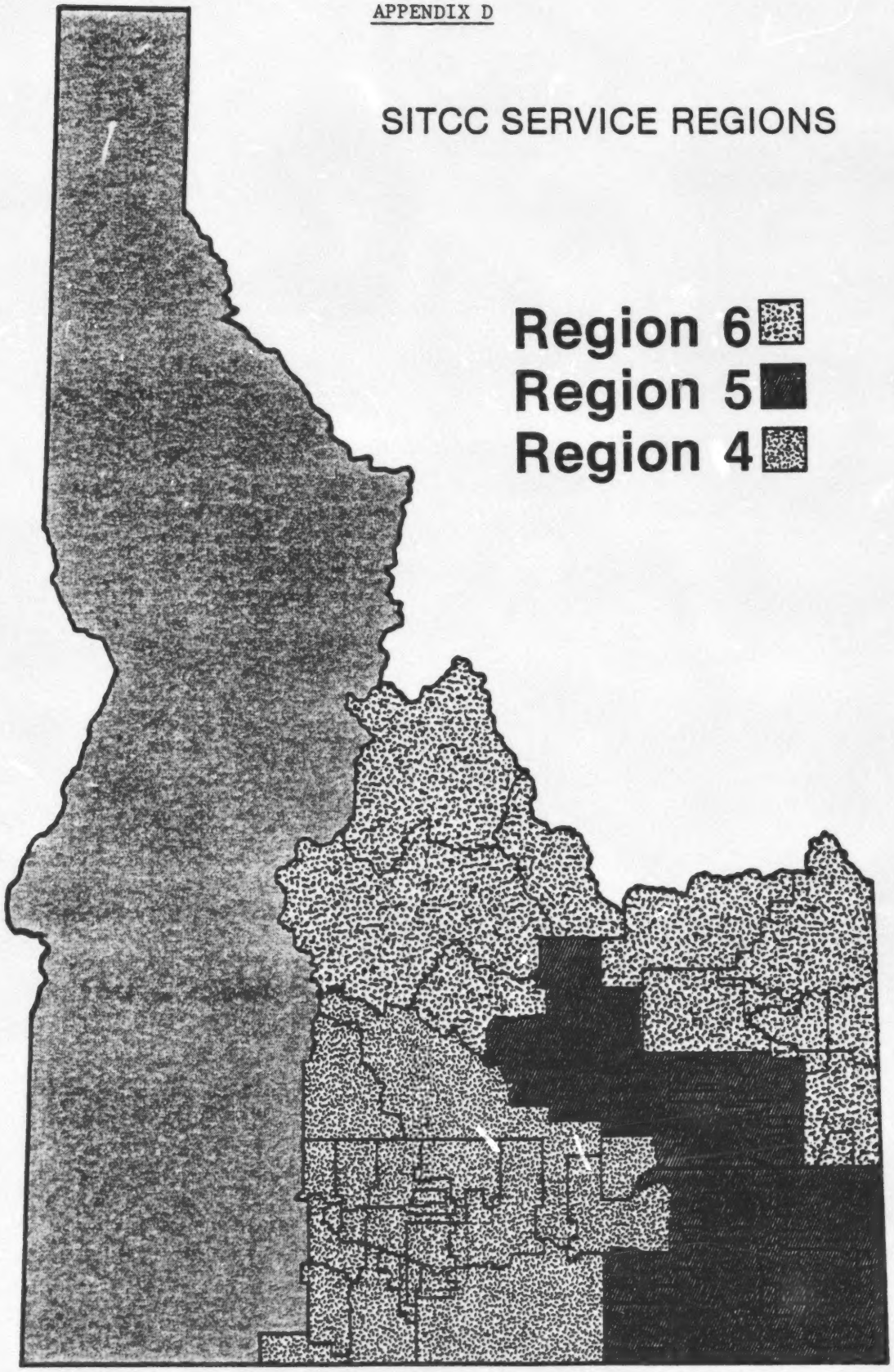
"This workshop has helped me with my self-concept and given me an opportunity to look at myself as a team member and planner at my school. I have become a better listener, communicator and organizer."

"Dear Buck and Rene, Thank you for broadening my understanding of staff development. My experience in your course has enriched a career-long efforts to improve the educational process. I hope that my endeavors in the East will allow me to glean from your expertise in the future."

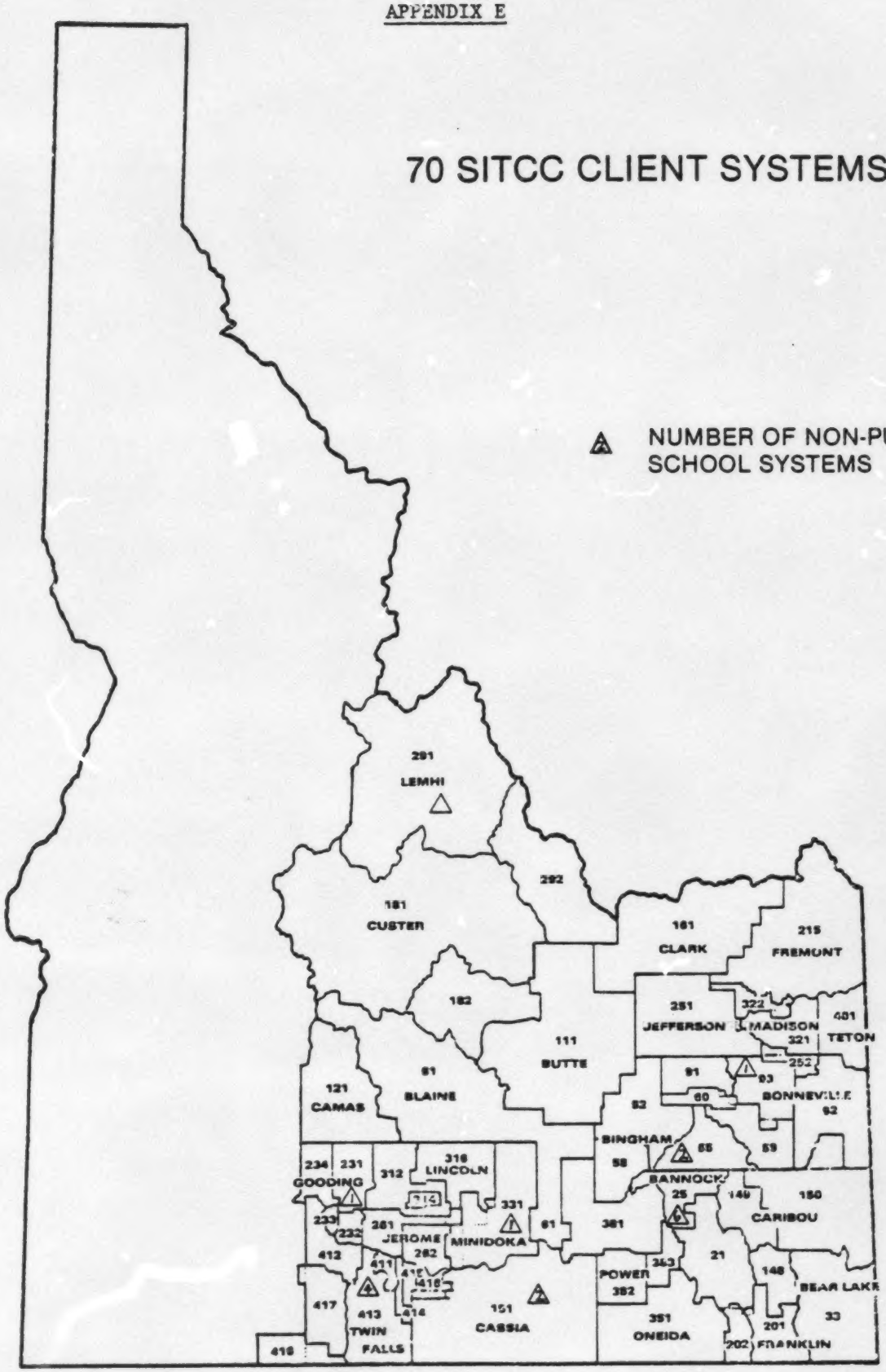
"Before this training, the high school facilty has been quite disjoined. Each teacher and department basically has been looking out for itself lacking continuity between departments and among departments. Teachers discussing short comings and strong points never have taken place before this training. Teachers asking others for advice and help never has taken plance before either. Now that a positive effort has been underway to establish an in-service program, everyone is now open to approach each other to discuss matters that are important to each teacher. Ideas are being discussed, and as a result, perhaps now continuity can result."

APPENDIX D

SITCC SERVICE REGIONS



APPENDIX E


70 SITCC CLIENT SYSTEMS
NUMBER OF NON-PUBLIC SCHOOL SYSTEMS
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LEMHI
292
181
CUSTER
161
CLARK
215
FREMONT
182
251
JEFFERSON
322
MADISON
321
401
TETON
111
BUTTE
252
91
93
BONNEVILLE
92
121
CAMAS
91
BLAINE
60
82
BINGHAM
58
55
59
234
231
316
LINCOLN
312
GOODING
25
149
150
CARIBOU
233
232
261
JEROME
262
MINIDOKA
331
61
381
412
411
21
148
BEAR LAKE
POWER
382
363
417
413
TWIN FALLS
414
151
CASSIA
351
ONEIDA
201
33
202
FRANKLIN
418